



**Unit Number:** L100

**Dates:** Spring 2016 **Hours:** 249.00

*Last Edited By:* Michelle Bonser (05-10-2016)

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**Unit Description/Objectives:**

Student will know and be able to identify entry level workplace performance standards and will be able to demonstrate appropriate workplace behaviors. The student will know and be able to identify fundamental concepts of marketing, economics and business.

**Tasks:**

- L101 - Identify and explain seven functions of marketing.
- L102 - Identify and explain economic utilities.
- L103 - Identify and explain the components of the marketing mix.
- L104 - Explain the free enterprise system.
- L105 - Illustrate the relationship between business and social responsibility.
- L106 - Recognize multicultural markets.
- L109 - Identify marketing fundamentals and basic concepts
- L151 - ORIENTATION: Complete the required MCTI/classroom entry forms
- L152 - ORIENTATION: Demonstrate knowledge of school and classroom operations, procedures and safety rules/regulations.
- L161 - WORK HABITS: Practice NOCTI standards for end-of-program assessment
- L162 - WORK HABITS: Identify industry certification/s standards
- L163 - WORK HABITS: Demonstrate professional entry level work habits
- L164 - WORK HABITS: Demonstrate appropriate workplace behaviors, appearance and communication skills.
- L165 - WORK HABITS: Complete employment readiness skills in Professional Development Program

## **Standards / Assessment Anchors**

### *Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

### *Supporting Anchor/Standards:*

#### KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

#### CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

#### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

#### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

#### RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

#### *Connecting Anchor/Standard:*

- Pennsylvania Core Standards for Mathematics Standard 2.0

#### *Supporting Anchor/Standards:*

##### NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

#### **Instructional Activities:**

##### **Knowledge:**

Complete reading assignment

Complete assigned worksheets and/or workbook pages

Complete industry research project as assigned and make oral report on findings

**Skill:**

Participate in lecture and respond to questions  
Complete learning packet with pre-test and vocabulary in preparation for post-test  
Submit hourly time sheets each week as evidence of internship experience

**Remediation:**

Re-teach major concepts  
Review with teacher assistance  
Worksheets  
Individual tutoring  
Group tutoring  
Peer tutoring  
Review games  
Create a chart  
Technology integration  
Computer assisted instruction  
Checklists

**Enrichment:**

Model learning of concepts for others  
Teach concepts to peers  
Independent study for DECA competition  
DECA leadership related activities

**Safety:**

Student must:  
Demonstrate and maintain a safe working environment and commit to safety practices when working with others both within the classroom and during the internship experience  
Demonstrate safety procedure with all tools and devices used in the lesson  
Handle material in a safe and workmanlike manner  
Use hand tools in a safe manner  
Follow manufacturer's directions when using any product, tool, equipment, etc.  
Use proper safety precautions when using /operating hand tools.  
Use tools and equipment in a professional work-like manner according to OSHA standards  
Know and follow the established safety rules at all times

**Assessment:**

Demonstration through daily behavior	Role-play Activities
Participation in DECA activities	Oral Presentation
Worksheets	Diagrams
Quizzes	Individual Projects
Pre/Post Tests	Group Projects
Log/Journal	Research Papers
Daily Attendance and Grade	Current Events
Writing Activities	Any content related assessment
Video/DVD/Media Worksheets	Portfolio
Rubrics	Internship mentor assessment
Check Lists	Certification Tests

**Resources/Equipment:**

m.e. (Marketing Essentials): Student Textbook. (Farese) (2012) Glencoe/McGraw-Hill Education, New York, NY. ISBN: 9780078953125

m.e. (Marketing Essentials): Student Activity Workbook. (Farese) (2012) Glencoe/McGraw-Hill Education, New York, NY. ISBN 9780078953149

m.e. (Marketing Essentials): Mathematics for Marketing Workbook. (Farese) (2012) Glencoe/McGraw-Hill Education, New York, NY. ISBN 9780078953101

Marketing Essentials: Student Textbook (Farese) (2006) Glencoe/McGraw-Hill Education, New York, NY. (print and online editions)

[www.glencoe.com/ose/](http://www.glencoe.com/ose/) limited availability to online version of previous edition – Marketing Essentials text

Hospitality Services, 2nd ed: Student Textbook. (Reynolds) 2010) Goodheart-Willcox Publishing, Tinley Park, IL. ISBN: 9781605251806.

Hospitality Services, 2nd ed: Student Workbook. (Reynolds) 2010) Goodheart-Willcox Publishing, Tinley Park, IL. ISBN: 9781605251813.

[www.DECA.org](http://www.DECA.org)

[www.PADECA.org](http://www.PADECA.org)

[www.school.cengage.com/marketing/marketing](http://www.school.cengage.com/marketing/marketing) - click Connect to DECA

DECA test banks in classroom - print and electronic versions

Trade magazines through [www.marketing.glencoe.com](http://www.marketing.glencoe.com) – DECA/ contest name/trade association links

NOCTI Prep: NOCTI Study Guide

DECA test banks and practice role plays

Mark-Ed (MBA Research and Curriculum Center) resource LAP files in class for National Marketing Education Curriculum

[www.mark-ed.org/resources/DECA/DECAcompetencies](http://www.mark-ed.org/resources/DECA/DECAcompetencies)

Vocabulary, key concept study packets and final exam from prior edition of Marketing Essentials (Farese) (Glencoe)

[www.pmvb.org](http://www.pmvb.org)

Enculturation and marketing resources of Pocono Mountain Visitor's Bureau

Web access to current travel, lodging and tourism related sites:

[www.4Hoteliers.com](http://www.4Hoteliers.com)

[www.aaa.com](http://www.aaa.com); AAA Guides, maps and tourism brochures

[www.800poconos.com](http://www.800poconos.com)

[www.pmvb.com](http://www.pmvb.com)

[www.travelocity.com](http://www.travelocity.com)

[www.TripAdvisor.com](http://www.TripAdvisor.com)

AHLA Video Library in classroom

Web access to information on advanced learning in the industry (college, trade, etc.)

[www.jwu.edu](http://www.jwu.edu)

Other post-secondary websites

Web access to industry certification information:

<https://www.ahlei.org/Programs/High-School/>

LEVELS 3 & 4:

American Hotel & Lodging Association - AHLA-Educational Institute (2012). Textbook: Hospitality & Tourism Management Program - Year 1 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)) ISBN: 9780133141825.

American Hotel & Lodging Association - AHLA-Educational Institute (2012). Workbook: Hospitality & Tourism Management Program - Year 1 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)) ISBN: 9780133141832.

American Hotel & Lodging Association - AHLA-Educational Institute (2012). Media Package: Hospitality & Tourism Management Program - Year 1 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)) ISBN: 9780133141870.

American Hotel & Lodging Association - AHLA-Educational Institute (2013). Textbook: Hospitality & Tourism Management Program - Year 2 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)). ISBN: 9780133458527.

American Hotel & Lodging Association - AHLA-Educational Institute (2013). Workbook: Hospitality & Tourism Management Program - Year 2 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)). ISBN: 9780133458541.

American Hotel & Lodging Association - AHLA-Educational Institute (2013). Media Package: Hospitality & Tourism Management Program - Year 2 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)). ISBN: 9780133458664

Hyperlinks:



**Unit Number:** L200

**Dates:** Spring 2016 **Hours:** 40.00

*Last Edited By:* Michelle Bonser (05-10-2016)

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**Unit Description/Objectives:**

Student will know and be able to demonstrate competency in the mathematical concepts fundamental to marketing activities in the hospitality and tourism industries.

**Tasks:**

- L201 - Complete sales and charge sales slips.
- L202 - Make correct change for customer transaction.
- L203 - Calculate miscellaneous charges and discounts for purchases.
- L204 - Prepare an opening/closing cash drawer till.
- L205 - Process customer returns.
- L206 - Identify and calculate profit, markup and markdown on merchandise.
- L207 - Calculate prices for merchandise using pricing strategies.
- L208 - Calculate employee and customer discounts.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

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*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

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#### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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## RESEARCH GRADES 9-10-11-12

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#### NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

### **Instructional Activities:**

#### **Knowledge:**

- Complete reading assignment
- Complete assigned worksheets and/or workbook pages
- Complete industry research project as assigned and make oral report on findings

#### **Skill:**

- Participate in lecture and respond to questions
- Complete learning packet with pre-test and vocabulary in preparation for post-test
- Submit hourly time sheets each week as evidence of internship experience

#### **Remediation:**

- Re-teach major concepts
- Review with teacher assistance
- Worksheets
- Individual tutoring
- Group tutoring
- Peer tutoring
- Review games
- Create a chart
- Technology integration
- Computer assisted instruction
- Checklists

**Enrichment:**

- Model learning of concepts for others
- Teach concepts to peers
- Independent study for DECA competition
- DECA leadership related activities

**Safety:**

- Student must:
  - Demonstrate and maintain a safe working environment and commit to safety practices when working with others both within the classroom and during the internship experience
  - Demonstrate safety procedure with all tools and devices used in the lesson
  - Handle material in a safe and workmanlike manner
  - Use hand tools in a safe manner
  - Follow manufacturer's directions when using any product, tool, equipment, etc.
  - Use proper safety precautions when using /operating hand tools.
  - Use tools and equipment in a professional work-like manner according to OSHA standards
  - Know and follow the established safety rules at all times

**Assessment:**

Demonstration through daily behavior	Role-play Activities
Participation in DECA activities	Oral Presentation
Worksheets	Diagrams
Quizzes	Individual Projects
Pre/Post Tests	Group Projects
Log/Journal	Research Papers
Daily Attendance and Grade	Current Events
Writing Activities	Any content related assessment
Video/DVD/Media Worksheets	Portfolio
Rubrics	Internship mentor assessment
Check Lists	Certification Tests

**Resources/Equipment:**

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Hospitality Services, 2nd ed: Student Workbook. (Reynolds) 2010) Goodheart-Willcox Publishing, Tinley Park, IL. ISBN: 9781605251813.

[www.DECA.org](http://www.DECA.org)

[www.PADECA.org](http://www.PADECA.org)

[www.school.cengage.com/marketing/marketing](http://www.school.cengage.com/marketing/marketing) - click Connect to DECA

DECA test banks in classroom - print and electronic versions

Trade magazines through [www.marketing.glencoe.com](http://www.marketing.glencoe.com) – DECA/ contest name/trade association links

NOCTI Prep: NOCTI Study Guide

DECA test banks and practice role plays

Mark-Ed (MBA Research and Curriculum Center) resource LAP files in class for National Marketing Education Curriculum

[www.mark-ed.org/resources/DECA/DECAcompetencies](http://www.mark-ed.org/resources/DECA/DECAcompetencies)

Vocabulary, key concept study packets and final exam from prior edition of Marketing Essentials (Farese) (Glencoe)

[www.pmvb.org](http://www.pmvb.org)

Enculturation and marketing resources of Pocono Mountain Visitor's Bureau

Web access to current travel, lodging and tourism related sites:

[www.4Hoteliers.com](http://www.4Hoteliers.com)

[www.aaa.com](http://www.aaa.com); AAA Guides, maps and tourism brochures

[www.800poconos.com](http://www.800poconos.com)

[www.pmvb.com](http://www.pmvb.com)

[www.travelocity.com](http://www.travelocity.com)

[www.TripAdvisor.com](http://www.TripAdvisor.com)

AHLA Video Library in classroom

Web access to information on advanced learning in the industry (college, trade, etc.)

[www.jwu.edu](http://www.jwu.edu)

Other post-secondary websites

Web access to industry certification information:

<https://www.ahlei.org/Programs/High-School/>

LEVELS 3 & 4:

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American Hotel & Lodging Association - AHLA-Educational Institute (2012). Media Package: Hospitality & Tourism Management Program - Year 1 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)) ISBN: 9780133141870.

American Hotel & Lodging Association - AHLA-Educational Institute (2013). Textbook: Hospitality & Tourism Management Program - Year 2 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)). ISBN: 9780133458527.

American Hotel & Lodging Association - AHLA-Educational Institute (2013). Workbook: Hospitality & Tourism Management Program - Year 2 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)). ISBN: 9780133458541.

American Hotel & Lodging Association - AHLA-Educational Institute (2013). Media Package: Hospitality & Tourism Management Program - Year 2 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)). ISBN: 9780133458664

Hyperlinks:



**Unit Name:** L300 - EXPLORING CAREER  
DEVELOPMENT OPPORTUNITIES

**Unit Number:** L300

**Dates:** Spring 2016 **Hours:** 40.00

*Last Edited By:* Michelle Bonser (05-10-2016)

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**Unit Description/Objectives:**

Student will know and be able to demonstrate competency at entry level career acquisition skills.

**Tasks:**

L301 - Prepare a resume for a specific job in Marketing or Business.

L302 - Prepare a letter of application for a specific job in the field of Marketing or Business.

L303 - Complete a job application for a specific job in the field of Marketing or Business.

L304 - Prepare for a job interview in the field of Marketing and Business.

L305 - Explore & compare job/career opportunities in Marketing or Business Education.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

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Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

##### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

##### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

##### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

#### RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

#### *Connecting Anchor/Standard:*

- Pennsylvania Core Standards for Mathematics Standard 2.0

#### *Supporting Anchor/Standards:*

##### NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

#### **Instructional Activities:**

##### **Knowledge:**

Complete reading assignment  
Complete assigned worksheets and/or workbook pages  
Complete industry research project as assigned and make oral report on findings

##### **Skill:**

Participate in lecture and respond to questions  
Complete learning packet with pre-test and vocabulary in preparation for post-test  
Submit hourly time sheets each week as evidence of internship experience.

##### **Remediation:**

Re-teach major concepts  
Review with teacher assistance  
Worksheets  
Individual tutoring  
Group tutoring  
Peer tutoring  
Review games  
Create a chart  
Technology integration  
Computer assisted instruction  
Checklists

##### **Enrichment:**

Model learning of concepts for others  
Teach concepts to peers  
Independent study for DECA competition  
DECA leadership related activities

**Safety:**

Student must:

Demonstrate and maintain a safe working environment and commit to safety practices when working with others both within the classroom and during the internship experience

Demonstrate safety procedure with all tools and devices used in the lesson

Handle material in a safe and workmanlike manner

Use hand tools in a safe manner

Follow manufacturer's directions when using any product, tool, equipment, etc.

Use proper safety precautions when using /operating hand tools.

Use tools and equipment in a professional work-like manner according to OSHA standards

Know and follow the established safety rules at all times

**Assessment:**

Demonstration through daily behavior

Participation in DECA activities

Worksheets

Quizzes

Pre/Post Tests

Log/Journal

Daily Attendance and Grade

Writing Activities

Video/DVD/Media Worksheets

Rubrics

Check Lists

Role-play Activities

Oral Presentation

Diagrams

Individual Projects

Group Projects

Research Papers

Current Events

Any content related assessment

Portfolio

Internship mentor assessment

Certification Tests

**Resources/Equipment:**

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**Unit Number:** L400

**Dates:** Spring 2016 **Hours:** 80.00

*Last Edited By:* Michelle Bonser (05-10-2016)

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**Unit Description/Objectives:**

Student will know and be able to demonstrate entry level workplace proficiency at word processing skills.

**Tasks:**

L401 - Prepare marketing documents using Word Processing Software.

L402 - Identify the significance of customer/product database.

L403 - Use desktop publishing to prepare projects.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

## INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

## INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

## RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

#### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

#### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

## RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### **Instructional Activities:**

#### **Knowledge:**

- Complete reading assignment
- Complete assigned worksheets and/or workbook pages
- Complete industry research project as assigned and make oral report on findings

#### **Skill:**

- Participate in lecture and respond to questions
- Complete learning packet with pre-test and vocabulary in preparation for post-test
- Submit hourly time sheets each week as evidence of internship experience.

#### **Remediation:**

- Re-teach major concepts
- Review with teacher assistance
- Worksheets
- Individual tutoring
- Group tutoring
- Peer tutoring
- Review games
- Create a chart
- Technology integration
- Computer assisted instruction
- Checklists

#### **Enrichment:**

- Model learning of concepts for others
- Teach concepts to peers
- Independent study for DECA competition
- DECA leadership related activities

### **Safety:**

- Student must:
- Demonstrate and maintain a safe working environment and commit to safety practices when working with others both within the classroom and during the internship experience
- Demonstrate safety procedure with all tools and devices used in the lesson
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- Follow manufacturer's directions when using any product, tool, equipment, etc.
- Use proper safety precautions when using /operating hand tools.
- Use tools and equipment in a professional work-like manner according to OSHA standards
- Know and follow the established safety rules at all times

### **Assessment:**

- |                                      |                                |
|--------------------------------------|--------------------------------|
| Demonstration through daily behavior | Role-play Activities           |
| Participation in DECA activities     | Oral Presentation              |
| Worksheets                           | Diagrams                       |
| Quizzes                              | Individual Projects            |
| Pre/Post Tests                       | Group Projects                 |
| Log/Journal                          | Research Papers                |
| Daily Attendance and Grade           | Current Events                 |
| Writing Activities                   | Any content related assessment |
| Video/DVD/Media Worksheets           | Portfolio                      |
| Rubrics                              | Internship mentor assessment   |
| Check Lists                          | Certification Tests            |

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Hyperlinks:



**Unit Description/Objectives:**

Student will know and be able to demonstrate a knowledge of entry-level workplace appropriate communication, customer relations and emotional intelligence skills.

**Tasks:**

- L501 - Identify and apply effective communications to include telephone, fax, e-mail, letters, memos and newsletters.
- L502 - Demonstrate effective staff communication.
- L503 - Demonstrate ability to read and comprehend written communications.
- L504 - Identify a variety of written business communications utilized in the workplace.
- L505 - Demonstrate ability to speak effectively to customers, supervisors, vendors using proper grammar and terminology.
- L506 - Discuss the importance of developing networking skills.
- L507 - Prepare and deliver a marketing related presentation.
- L508 - Demonstrate positive customer relations.
- L509 - Identify nonverbal communications.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

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#### CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

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Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

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Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

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#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

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<https://www.ahlei.org/Programs/High-School/>

### LEVELS 3 & 4:

American Hotel & Lodging Association - AHLA-Educational Institute (2012). Textbook: Hospitality & Tourism Management Program - Year 1 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)) ISBN: 9780133141825.

American Hotel & Lodging Association - AHLA-Educational Institute (2012). Workbook: Hospitality & Tourism Management Program - Year 1 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)) ISBN: 9780133141832.

American Hotel & Lodging Association - AHLA-Educational Institute (2012). Media Package: Hospitality & Tourism Management Program - Year 1 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)) ISBN: 9780133141870.

American Hotel & Lodging Association - AHLA-Educational Institute (2013). Textbook: Hospitality & Tourism Management Program - Year 2 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)). ISBN: 9780133458527.

American Hotel & Lodging Association - AHLA-Educational Institute (2013). Workbook: Hospitality & Tourism Management Program - Year 2 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)). ISBN: 9780133458541.

American Hotel & Lodging Association - AHLA-Educational Institute (2013). Media Package: Hospitality & Tourism Management Program - Year 2 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)). ISBN: 9780133458664

Hyperlinks:

**Unit Name:** L600 CTSO/DECA

**Unit Number:** L600

**Dates:** Spring 2016 **Hours:** 242.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will know and be able to demonstrate proficiency in marketing related career skills, leadership and management practices through application to DECA activities and competitive events. DECA activities are integrated throughout the entire enrollment in the MCTI Hotel, Resort and Tourism Management Program.

**Tasks:**

- L601 - Identify what DECA/CTSO represents.
- L602 - Identify which CTSOs are available to marketing students.
- L603 - Demonstrate appropriate business attire.
- L604 - Identify and demonstrate leadership qualities.
- L605 - Participate maturely in a CTSO meeting.
- L606 - Participate in a problem solving discussion at a CTSO meeting.
- L607 - Explain the importance of initiative and taking responsibility as an employee.
- L608 - Demonstrate knowledge of DECA's goals and purposes consistent with length of membership.
- L609 - Participate in MCTI DECA's Annual Program of Work.
- L610 - Explore and prepare for a DECA co-curricular competitive event.
- L611 - Participate maturely in a CTSO/DECA Conference and/or professional meeting
- L612 - Study and demonstrate knowledge of standard meeting and teamwork protocol and strategies for successful collaboration to achieve a common goal.
- L613 - Practice and demonstrate leadership, management and career preparation skills through CTSO/DECA activities.

## **Standards / Assessment Anchors**

### *Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

### *Supporting Anchor/Standards:*

#### KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

#### CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

### *Supporting Anchor/Standards:*

## TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

## PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

## RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

## RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### **Instructional Activities:**

#### **Knowledge:**

- Complete reading assignment
- Complete assigned worksheets and/or workbook pages
- Complete industry research project as assigned and make oral report on findings

#### **Skill:**

- Participate in lecture and respond to questions
- Complete learning packet with pre-test and vocabulary in preparation for post-test
- Submit hourly time sheets each week as evidence of internship experience.

#### **Remediation:**

- Re-teach major concepts
- Review with teacher assistance
- Worksheets
- Individual tutoring
- Group tutoring
- Peer tutoring
- Review games
- Create a chart
- Technology integration
- Computer assisted instruction
- Checklists

**Enrichment:**

- Model learning of concepts for others
- Teach concepts to peers
- Independent study for DECA competition
- DECA leadership related activities

**Safety:**

- Student must:
  - Demonstrate and maintain a safe working environment and commit to safety practices when working with others both within the classroom and during the internship experience
  - Demonstrate safety procedure with all tools and devices used in the lesson
  - Handle material in a safe and workmanlike manner
  - Use hand tools in a safe manner
  - Follow manufacturer's directions when using any product, tool, equipment, etc.
  - Use proper safety precautions when using /operating hand tools.
  - Use tools and equipment in a professional work-like manner according to OSHA standards
  - Know and follow the established safety rules at all times

**Assessment:**

Demonstration through daily behavior	Role-play Activities
Participation in DECA activities	Oral Presentation
Worksheets	Diagrams
Quizzes	Individual Projects
Pre/Post Tests	Group Projects
Log/Journal	Research Papers
Daily Attendance and Grade	Current Events
Writing Activities	Any content related assessment
Video/DVD/Media Worksheets	Portfolio
Rubrics	Internship mentor assessment
Check Lists	Certification Tests

**Resources/Equipment:**

m.e. (Marketing Essentials): Student Textbook. (Farese) (2012) Glencoe/McGraw-Hill Education, New York, NY. ISBN: 9780078953125

m.e. (Marketing Essentials): Student Activity Workbook. (Farese) (2012) Glencoe/McGraw-Hill Education, New York, NY. ISBN 9780078953149

m.e. (Marketing Essentials): Mathematics for Marketing Workbook. (Farese) (2012) Glencoe/McGraw-Hill Education, New York, NY. ISBN 9780078953101

Marketing Essentials: Student Textbook (Farese) (2006) Glencoe/McGraw-Hill Education, New York, NY. (print and online editions)

[www.glencoe.com/ose/](http://www.glencoe.com/ose/) limited availability to online version of previous edition – Marketing Essentials text

Hospitality Services, 2nd ed: Student Textbook. (Reynolds) 2010) Goodheart-Willcox Publishing, Tinley Park, IL. ISBN: 9781605251806.

Hospitality Services, 2nd ed: Student Workbook. (Reynolds) 2010) Goodheart-Willcox Publishing, Tinley Park, IL. ISBN: 9781605251813.

[www.DECA.org](http://www.DECA.org)

[www.PADECA.org](http://www.PADECA.org)

[www.school.cengage.com/marketing/marketing](http://www.school.cengage.com/marketing/marketing) - click Connect to DECA

DECA test banks in classroom - print and electronic versions

Trade magazines through [www.marketing.glencoe.com](http://www.marketing.glencoe.com) – DECA/ contest name/trade association links

NOCTI Prep: NOCTI Study Guide

DECA test banks and practice role plays

Mark-Ed (MBA Research and Curriculum Center) resource LAP files in class for National Marketing Education Curriculum

[www.mark-ed.org/resources/DECA/DECAcompetencies](http://www.mark-ed.org/resources/DECA/DECAcompetencies)

Vocabulary, key concept study packets and final exam from prior edition of Marketing Essentials (Farese) (Glencoe)

[www.pmvb.org](http://www.pmvb.org)

Enculturation and marketing resources of Pocono Mountain Visitor's Bureau

Web access to current travel, lodging and tourism related sites:

[www.4Hoteliers.com](http://www.4Hoteliers.com)

[www.aaa.com](http://www.aaa.com); AAA Guides, maps and tourism brochures

[www.800poconos.com](http://www.800poconos.com)

[www.pmvb.com](http://www.pmvb.com)

[www.travelocity.com](http://www.travelocity.com)

[www.TripAdvisor.com](http://www.TripAdvisor.com)

AHLA Video Library in classroom

Web access to information on advanced learning in the industry (college, trade, etc.)

[www.jwu.edu](http://www.jwu.edu)

Other post-secondary websites

Web access to industry certification information:

<https://www.ahlei.org/Programs/High-School/>

LEVELS 3 & 4:

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American Hotel & Lodging Association - AHLA-Educational Institute (2013). Media Package: Hospitality & Tourism Management Program - Year 2 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)). ISBN: 9780133458664



**Unit Name:** L800 - BUSINESS MANAGEMENT  
ISSUES

**Unit Number:** L800

**Dates:** Spring 2016 **Hours:** 14.00

*Last Edited By:* Michelle Bonser (05-10-2016)

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**Unit Description/Objectives:**

Student will know and be able to identify and recognize basic concepts, systems and applications of business, management and entrepreneurship.

**Tasks:**

L801 - Define the different forms of business ownership.

L802 - Identify safety concerns as related to the sales and marketing industry.

L803 - Explain loss prevention.

L806 - Identify basic elements of finance & credit.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.



#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

#### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

#### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

## RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### *Connecting Anchor/Standard:*

- Pennsylvania Core Standards for Mathematics Standard 2.0

### *Supporting Anchor/Standards:*

#### NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

### **Instructional Activities:**

#### **Knowledge:**

- Complete reading assignment
- Complete assigned worksheets and/or workbook pages
- Complete industry research project as assigned and make oral report on findings

#### **Skill:**

- Participate in lecture and respond to questions
- Complete learning packet with pre-test and vocabulary in preparation for post-test
- Submit hourly time sheets each week as evidence of internship experience.

#### **Remediation:**

- Re-teach major concepts
- Review with teacher assistance
- Worksheets
- Individual tutoring
- Group tutoring
- Peer tutoring
- Review games
- Create a chart
- Technology integration
- Computer assisted instruction
- Checklists

#### **Enrichment:**

- Model learning of concepts for others
- Teach concepts to peers
- Independent study for DECA competition
- DECA leadership related activities

**Safety:**

Student must:

Demonstrate and maintain a safe working environment and commit to safety practices when working with others both within the classroom and during the internship experience

Demonstrate safety procedure with all tools and devices used in the lesson

Handle material in a safe and workmanlike manner

Use hand tools in a safe manner

Follow manufacturer's directions when using any product, tool, equipment, etc.

Use proper safety precautions when using /operating hand tools.

Use tools and equipment in a professional work-like manner according to OSHA standards

Know and follow the established safety rules at all times

**Assessment:**

Demonstration through daily behavior

Participation in DECA activities

Worksheets

Quizzes

Pre/Post Tests

Log/Journal

Daily Attendance and Grade

Writing Activities

Video/DVD/Media Worksheets

Rubrics

Check Lists

Role-play Activities

Oral Presentation

Diagrams

Individual Projects

Group Projects

Research Papers

Current Events

Any content related assessment

Portfolio

Internship mentor assessment

Certification Tests

**Resources/Equipment:**

m.e. (Marketing Essentials): Student Textbook. (Farese) (2012) Glencoe/McGraw-Hill Education, New York, NY. ISBN: 9780078953125

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[www.DECA.org](http://www.DECA.org)

[www.PADECA.org](http://www.PADECA.org)

[www.school.cengage.com/marketing/marketing](http://www.school.cengage.com/marketing/marketing) - click Connect to DECA

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NOCTI Prep: NOCTI Study Guide

DECA test banks and practice role plays

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Enculturation and marketing resources of Pocono Mountain Visitor's Bureau

Web access to current travel, lodging and tourism related sites:

[www.4Hoteliers.com](http://www.4Hoteliers.com)

[www.aaa.com](http://www.aaa.com); AAA Guides, maps and tourism brochures

[www.800poconos.com](http://www.800poconos.com)

[www.pmvb.com](http://www.pmvb.com)

[www.travelocity.com](http://www.travelocity.com)

[www.TripAdvisor.com](http://www.TripAdvisor.com)

AHLA Video Library in classroom

Web access to information on advanced learning in the industry (college, trade, etc.)

[www.jwu.edu](http://www.jwu.edu)

Other post-secondary websites

Web access to industry certification information:

<https://www.ahlei.org/Programs/High-School/>

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American Hotel & Lodging Association - AHLA-Educational Institute (2013). Media Package: Hospitality & Tourism Management Program - Year 2 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)). ISBN: 9780133458664

Hyperlinks:



**Unit Description/Objectives:**

Student will know and be able to identify the key elements of the nature and scope of selling.

**Tasks:**

- L901 - Demonstrate greeting and approaching a customer.
- L902 - Demonstrate greeting and approaching a customer.
- L903 - Utilize probing questions to determine customer needs.
- L904 - Demonstrate feature-benefit selling.
- L909 - Define various terms pertaining to selling.
- L910 - Handle difficult customers in a professional manner.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

##### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

##### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

##### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### **Instructional Activities:**

#### **Knowledge:**

- Complete reading assignment
- Complete assigned worksheets and/or workbook pages
- Complete industry research project as assigned and make oral report on findings

#### **Skill:**

- Participate in lecture and respond to questions
- Complete learning packet with pre-test and vocabulary in preparation for post-test
- Submit hourly time sheets each week as evidence of internship experience.

#### **Remediation:**

- Re-teach major concepts
- Review with teacher assistance
- Worksheets
- Individual tutoring
- Group tutoring
- Peer tutoring
- Review games
- Create a chart
- Technology integration
- Computer assisted instruction
- Checklists

#### **Enrichment:**

- Model learning of concepts for others
- Teach concepts to peers
- Independent study for DECA competition
- DECA leadership related activities

### **Safety:**

Student must:

- Demonstrate and maintain a safe working environment and commit to safety practices when working with others both within the classroom and during the internship experience
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- Handle material in a safe and workmanlike manner
- Use hand tools in a safe manner
- Follow manufacturer's directions when using any product, tool, equipment, etc.
- Use proper safety precautions when using /operating hand tools.
- Use tools and equipment in a professional work-like manner according to OSHA standards
- Know and follow the established safety rules at all times

### **Assessment:**

Demonstration through daily behavior	Writing Activities	Research Papers
Participation in DECA activities	Video/DVD/Media	Current Events
Worksheets	Worksheets	Any content related assessment
Quizzes	Rubrics	Portfolio
Pre/Post Tests	Check Lists	Internship mentor assessment
Log/Journal	Role-play Activities	Certification Tests
Daily Attendance and Grade	Oral Presentation	
	Diagrams	
	Individual Projects	
	Group Projects	

**Resources/Equipment:**

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Web access to current travel, lodging and tourism related sites:

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Hyperlinks:



**Unit Name:** L1000 - ADVERTISING AND  
PROMOTING IN THE  
HOSPITALITY INDUSTRY

**Unit Number:** L1000

**Dates:** Spring 2016 **Hours:** 40.00

*Last Edited By:* Michelle Bonser (05-10-2016)

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**Unit Description/Objectives:**

Student will know and be able to identify the nature and scope of promotion as a marketing function.

**Tasks:**

L1001 - Explain the importance of promotion, advertising and how it serves consumers.

L1002 - Design visual merchandising projects that utilize principles of color, line and design effectively for displays.

L1003 - Explain the different types of advertising media.

L1005 - Illustrate a print advertisement.

L1010 - Identify the objectives of retail advertising.

L1012 - Identify the major elements of a printed advertisement.

L1013 - Identify the major elements of a newspaper advertisement.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

#### CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

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Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

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Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

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#### *Supporting Anchor/Standards:*

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- Computer assisted instruction
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- DECA leadership related activities

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**Assessment:**

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Participation in DECA activities  
Worksheets  
Quizzes  
Pre/Post Tests  
Log/Journal  
Daily Attendance and Grade  
Writing Activities  
Video/DVD/Media Worksheets  
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Check Lists  
Role-play Activities  
Oral Presentation  
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Individual Projects  
Group Projects  
Research Papers  
Current Events  
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Portfolio  
Internship mentor assessment  
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Hyperlinks:

**Unit Name:** L1100 - CUSTOMER SERVICE

**Unit Number:** L1100

**Dates:** Spring 2016 **Hours:** 40.00

*Last Edited By:* Michelle Bonser (05-10-2016)

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**Unit Description/Objectives:**

Student will know and be able to demonstrate workplace appropriate customer service skills.

**Tasks:**

- L1101 - Describe the advantages of customer service in servicing the customer and building a loyal customer base.
- L1103 - Demonstrate the use of effective face-to-face communication with customers.
- L1104 - Identify the ways a customer service representative can develop a rapport with customers.
- L1105 - Demonstrate techniques to solve customer problems.
- L1106 - Explain the importance of putting extra effort into satisfying customers.
- L1107 - Explain techniques used to calm upset customers.
- L1108 - Explain effective techniques to overcome sales objections.
- L1109 - Utilize the team approach to deliver superior customer service.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

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[www.4Hoteliers.com](http://www.4Hoteliers.com)

[www.aaa.com](http://www.aaa.com); AAA Guides, maps and tourism brochures

[www.800poconos.com](http://www.800poconos.com)

[www.pmvb.com](http://www.pmvb.com)

[www.travelocity.com](http://www.travelocity.com)

[www.TripAdvisor.com](http://www.TripAdvisor.com)

AHLA Video Library in classroom

Web access to information on advanced learning in the industry (college, trade, etc.)

[www.jwu.edu](http://www.jwu.edu)

Other post-secondary websites

Web access to industry certification information:

<https://www.ahlei.org/Programs/High-School/>

LEVELS 3 & 4:

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Hyperlinks:

**Unit Name:** L1200 - PURCHASING AND  
DISTRIBUTION IN THE  
HOSPITALITY INDUSTRY



**Unit Number:** L1200

**Dates:** Spring 2016 **Hours:** 6.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will know and be able to identify the nature and scope of purchasing and distribution as functions of marketing in the hospitality industry.

**Tasks:**

L1201 - Identify and explain the channels of distribution.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

##### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

##### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

##### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

##### RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

**Instructional Activities:****Knowledge:**

- Complete reading assignment
- Complete assigned worksheets and/or workbook pages
- Complete industry research project as assigned and make oral report on findings

**Skill:**

- Participate in lecture and respond to questions
- Complete learning packet with pre-test and vocabulary in preparation for post-test
- Submit hourly time sheets each week as evidence of internship experience.

**Remediation:**

- Re-teach major concepts
- Review with teacher assistance
- Worksheets
- Individual tutoring
- Group tutoring
- Peer tutoring
- Review games
- Create a chart
- Technology integration
- Computer assisted instruction
- Checklists

**Enrichment:**

- Model learning of concepts for others
- Teach concepts to peers
- Independent study for DECA competition
- DECA leadership related activities

**Safety:**

- Student must:
  - Demonstrate and maintain a safe working environment and commit to safety practices when working with others both within the classroom and during the internship experience
  - Demonstrate safety procedure with all tools and devices used in the lesson
  - Handle material in a safe and workmanlike manner
  - Use hand tools in a safe manner
  - Follow manufacturer's directions when using any product, tool, equipment, etc.
  - Use proper safety precautions when using /operating hand tools.
  - Use tools and equipment in a professional work-like manner according to OSHA standards
  - Know and follow the established safety rules at all times

**Assessment:**

- |                                      |                                |
|--------------------------------------|--------------------------------|
| Demonstration through daily behavior | Role-play Activities           |
| Participation in DECA activities     | Oral Presentation              |
| Worksheets                           | Diagrams                       |
| Quizzes                              | Individual Projects            |
| Pre/Post Tests                       | Group Projects                 |
| Log/Journal                          | Research Papers                |
| Daily Attendance and Grade           | Current Events                 |
| Writing Activities                   | Any content related assessment |
| Video/DVD/Media Worksheets           | Portfolio                      |
| Rubrics                              | Internship mentor assessment   |
| Check Lists                          | Certification Tests            |

**Resources/Equipment:**

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[www.DECA.org](http://www.DECA.org)

[www.PADECA.org](http://www.PADECA.org)

[www.school.cengage.com/marketing/marketing](http://www.school.cengage.com/marketing/marketing) - click Connect to DECA

DECA test banks in classroom - print and electronic versions

Trade magazines through [www.marketing.glencoe.com](http://www.marketing.glencoe.com) – DECA/ contest name/trade association links

NOCTI Prep: NOCTI Study Guide

DECA test banks and practice role plays

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Other post-secondary websites

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Hyperlinks:





**Unit Name:** L1300 - RETAIL OPERATIONS IN THE  
HOSPITALITY INDUSTRY

**Unit Number:** L1300

**Dates:** Spring 2016 **Hours:** 4.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will know and be able to identify the role that store design plays in a retail business within the hospitality industry.

**Tasks:**

L1301 - Describe how store design relates to store image.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

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#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

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#### *Supporting Anchor/Standards:*

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##### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

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##### RESEARCH GRADES 9-10-11-12

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- Participate in lecture and respond to questions
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**Enrichment:**

- Model learning of concepts for others
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  - Use tools and equipment in a professional work-like manner according to OSHA standards
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**Assessment:**

- |                                      |                                |
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Hyperlinks:



**Unit Description/Objectives:**

Student will know and be able to identify the role of ethical business practices in merchandising as well as the nature and scope of merchandising as a function of marketing within the hospitality industry.

**Tasks:**

- L1402 - Discuss concept of economic goods and services.
- L1403 - Discuss concept of economic resources and activities.
- L1404 - Identify and discuss the supply and demand factors in pricing.
- L1405 - Identify business ethics.
- L1407 - Research elements of product planning & product mix
- L1408 - Describe positioning & branding

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

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CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

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#### RANGE OF READING GRADES 9-10-11-12

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Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

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##### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

##### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

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#### RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

#### *Connecting Anchor/Standard:*

- Pennsylvania Core Standards for Mathematics Standard 2.0

#### *Supporting Anchor/Standards:*

##### NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

#### **Instructional Activities:**

##### **Knowledge:**

- Complete reading assignment
- Complete assigned worksheets and/or workbook pages
- Complete industry research project as assigned and make oral report on findings

##### **Skill:**

- Participate in lecture and respond to questions
- Complete learning packet with pre-test and vocabulary in preparation for post-test
- Submit hourly time sheets each week as evidence of internship experience.

##### **Remediation:**

- Re-teach major concepts
- Review with teacher assistance
- Worksheets
- Individual tutoring
- Group tutoring
- Peer tutoring
- Review games
- Create a chart
- Technology integration
- Computer assisted instruction
- Checklists

##### **Enrichment:**

- Model learning of concepts for others
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- Independent study for DECA competition
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**Safety:**

Student must:

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Demonstrate safety procedure with all tools and devices used in the lesson

Handle material in a safe and workmanlike manner

Use hand tools in a safe manner

Follow manufacturer's directions when using any product, tool, equipment, etc.

Use proper safety precautions when using /operating hand tools.

Use tools and equipment in a professional work-like manner according to OSHA standards

Know and follow the established safety rules at all times

**Assessment:**

Demonstration through daily behavior

Participation in DECA activities

Worksheets

Quizzes

Pre/Post Tests

Log/Journal

Daily Attendance and Grade

Writing Activities

Video/DVD/Media Worksheets

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Internship mentor assessment

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Hyperlinks:

Monroe Career & Technical Institute  
**Course:** Hotel, Resort and Tourism Management

**Unit Name:** L310100 - HOSPITALITY & TOURISM  
INDUSTRY



**Unit Number:** L310100

**Dates:** Spring 2016 **Hours:** 16.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Description/Objectives:**

Student will know and be able to describe the nature and scope of the hospitality and tourism industry, including the importance of the role of delivering quality guest service.

**Tasks:**

- L310101 - Describe the nature and scope of the hospitality and tourism industry.
- L310102 - Explain the need for respect and value for all guests as an element of providing quality guest service in the hospitality and tourism industry.
- L310103 - Identify the types of hotels available to hospitality and tourism guests.
- L310104 - Identify impact of travel time and time zones on the traveler and the industry.
- L310105 - Study and identify numerous travel and tourism-related geographic sites, including the local tourism industry.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

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Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

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#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

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- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

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Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

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**Assessment:**

Demonstration through daily behavior	Role-play Activities
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Hyperlinks:



**Unit Description/Objectives:**

Student will know and be able to relate typical career advancement options for the hospitality and tourism industries. The student will know and be able to demonstrate professional ethics and characteristics of a guest service professional.

**Tasks:**

L310201 - Explore and identify various career advancement options for the hospitality and tourism industries.

L310202 - Explain the skills, responsibilities and characteristics of a guest service professional.

L310203 - Identify the steps required during the job hunt and interview process.

L310204 - Identify and demonstrate professional ethics as well as the role of ethics and honesty during the job hunt and interview process.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

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Hyperlinks:



**Unit Name:** L310300 - GUEST CYCLE

**Unit Number:** L310300

**Dates:** Spring 2016 **Hours:** 16.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will know and be able to identify the nature and scope of the guest cycle.

**Tasks:**

L310301 - Identify how a seamless guest experience is managed by employees and the property.

L310302 - Identify the tasks performed during pre-arrival, arrival, occupancy, and departure.

L310303 - Identify how the emotional engagement of guests is influenced by each stage of the guest cycle.

L310304 - Explain how to determine guests wants and needs in order to meet and exceed expectations with the global traveling public.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

##### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

##### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

##### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

#### RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### **Instructional Activities:**

#### **Knowledge:**

- Complete reading assignment
- Complete assigned worksheets and/or workbook pages
- Complete industry research project as assigned and make oral report on findings

#### **Skill:**

- Participate in lecture and respond to questions
- Complete learning packet with pre-test and vocabulary in preparation for post-test
- Submit hourly time sheets each week as evidence of internship experience.

#### **Remediation:**

- Re-teach major concepts
- Review with teacher assistance
- Worksheets
- Individual tutoring
- Group tutoring
- Peer tutoring
- Review games
- Create a chart
- Technology integration
- Computer assisted instruction
- Checklists

#### **Enrichment:**

- Model learning of concepts for others
- Teach concepts to peers
- Independent study for DECA competition
- DECA leadership related activities

### **Safety:**

- Student must:
- Demonstrate and maintain a safe working environment and commit to safety practices when working with others both within the classroom and during the internship experience
- Demonstrate safety procedure with all tools and devices used in the lesson
- Handle material in a safe and workmanlike manner
- Use hand tools in a safe manner
- Follow manufacturer's directions when using any product, tool, equipment, etc.
- Use proper safety precautions when using /operating hand tools.
- Use tools and equipment in a professional work-like manner according to OSHA standards
- Know and follow the established safety rules at all times

### **Assessment:**

- |                                      |                      |                                |
|--------------------------------------|----------------------|--------------------------------|
| Demonstration through daily behavior | Writing Activities   | Group Projects                 |
| Participation in DECA activities     | Video/DVD/Media      | Research Papers                |
| Worksheets                           | Worksheets           | Current Events                 |
| Quizzes                              | Rubrics              | Any content related assessment |
| Pre/Post Tests                       | Check Lists          | Portfolio                      |
| Log/Journal                          | Role-play Activities | Internship mentor assessment   |
| Daily Attendance and Grade           | Oral Presentation    | Certification Tests            |
|                                      | Diagrams             |                                |
|                                      | Individual Projects  |                                |

**Resources/Equipment:**

m.e. (Marketing Essentials): Student Textbook. (Farese) (2012) Glencoe/McGraw-Hill Education, New York, NY. ISBN: 9780078953125

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[www.DECA.org](http://www.DECA.org)

[www.PADECA.org](http://www.PADECA.org)

[www.school.cengage.com/marketing/marketing](http://www.school.cengage.com/marketing/marketing) - click Connect to DECA

DECA test banks in classroom - print and electronic versions

Trade magazines through [www.marketing.glencoe.com](http://www.marketing.glencoe.com) – DECA/ contest name/trade association links

NOCTI Prep: NOCTI Study Guide

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Hyperlinks:



**Unit Description/Objectives:**

Student will know and be able to identify the stages of the guest cycle from the perspective of the customer as they proceed through their guest experience.

**Tasks:**

- L310401 - Identify the reason for encouraging repeat guest business and how guest satisfaction measurements help a business.
- L310402 - Identify the stages of the guest experience cycle and the activities associated with each stage.
- L310403 - Identify the purpose for providing seamless guest experiences and the components used in above-and beyond guest service.
- L310404 - Explain the role of guest recovery during the handling of guest complaints, issues, or problems.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- 13.2.11 E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-advocacy, scheduling/time management, team building, technical literacy and technology.

*Supporting Anchor/Standards:*

- 3.4.10.A2 Interpret how systems thinking applies logic and creativity with appropriate comprises in complex real-life problems.
- 3.4.12.B1 Analyze ethical, social, economic, and cultural considerations as related to the development, selection, and use of technologies.
- 3.4.10.E7 Evaluate structure design as related to function, considering such factors as style, convenience, safety, and efficiency.

*Focus Anchor/Standard #2:*

- CC.3.5.9-10.B. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

*Supporting Anchor/Standards:*

CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.

CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.

*Connecting Anchor/Standard:*

- CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers.

*Supporting Anchor/Standards:*

CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.

CC.2.4.5.A.2 Represent and interpret data using appropriate scale.

CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.

**Instructional Activities:**

**Knowledge:**

Complete reading assignment  
Complete assigned worksheets and/or workbook pages  
Complete industry research project as assigned and make oral report on findings

**Skill:**

Participate in lecture and respond to questions  
Complete learning packet with pre-test and vocabulary in preparation for post-test  
Submit hourly time sheets each week as evidence of internship experience.

**Remediation:**

- Re-teach major concepts
- Review with teacher assistance
- Worksheets
- Individual tutoring
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- Review games
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**Enrichment:**

- Model learning of concepts for others
- Teach concepts to peers
- Independent study for DECA competition
- DECA leadership related activities

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- Student must:
  - Demonstrate and maintain a safe working environment and commit to safety practices when working with others both within the classroom and during the internship experience
  - Demonstrate safety procedure with all tools and devices used in the lesson
  - Handle material in a safe and workmanlike manner
  - Use hand tools in a safe manner
  - Follow manufacturer's directions when using any product, tool, equipment, etc.
  - Use proper safety precautions when using /operating hand tools.
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**Assessment:**

Demonstration through daily behavior	Role-play Activities
Participation in DECA activities	Oral Presentation
Worksheets	Diagrams
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Pre/Post Tests	Group Projects
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**Unit Description/Objectives:**

Student will know and be able to explain the guest cycle from the perspective of the financial processes as the visitor proceeds through their guest experience.

**Tasks:**

L310501 - Explain the financial transactions that occur during the guest cycle and the financial opportunities for employees to influence guest spending during each phase of the cycle.

L310502 - Explain the guest privacy issues that occur during financial transactions and identify procedures intended to protect those guest's rights.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

#### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

#### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.



## RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### *Connecting Anchor/Standard:*

- Pennsylvania Core Standards for Mathematics Standard 2.0

### *Supporting Anchor/Standards:*

#### NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

### **Instructional Activities:**

#### **Knowledge:**

- Complete reading assignment
- Complete assigned worksheets and/or workbook pages
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#### **Skill:**

- Participate in lecture and respond to questions
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#### **Remediation:**

- Re-teach major concepts
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- Technology integration
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- Checklists

#### **Enrichment:**

- Model learning of concepts for others
- Teach concepts to peers
- Independent study for DECA competition
- DECA leadership related act

**Safety:**

Student must:

Demonstrate and maintain a safe working environment and commit to safety practices when working with others both within the classroom and during the internship experience

Demonstrate safety procedure with all tools and devices used in the lesson

Handle material in a safe and workmanlike manner

Use hand tools in a safe manner

Follow manufacturer's directions when using any product, tool, equipment, etc.

Use proper safety precautions when using /operating hand tools.

Use tools and equipment in a professional work-like manner according to OSHA standards

Know and follow the established safety rules at all times.

**Assessment:**

Demonstration through daily behavior

Participation in DECA activities

Worksheets

Quizzes

Pre/Post Tests

Log/Journal

Daily Attendance and Grade

Writing Activities

Video/DVD/Media

Worksheets

Rubrics

Check Lists

Role-play Activities

Oral Presentation

Diagrams

Individual Projects

Group Projects

Research Papers

Current Events

Any content related

assessment

Portfolio

Internship mentor

assessment

Certification Tests

**Resources/Equipment:**

m.e. (Marketing Essentials): Student Textbook. (Farese) (2012) Glencoe/McGraw-Hill Education, New York, NY. ISBN: 9780078953125

m.e. (Marketing Essentials): Student Activity Workbook. (Farese) (2012) Glencoe/McGraw-Hill Education, New York, NY. ISBN 9780078953149

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DECA test banks in classroom - print and electronic versions

Trade magazines through [www.marketing.glencoe.com](http://www.marketing.glencoe.com) – DECA/ contest name/trade association links

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Enculturation and marketing resources of Pocono Mountain Visitor's Bureau

Web access to current travel, lodging and tourism related sites:

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[www.aaa.com](http://www.aaa.com); AAA Guides, maps and tourism brochures

[www.800poconos.com](http://www.800poconos.com)

[www.pmvb.com](http://www.pmvb.com)

[www.travelocity.com](http://www.travelocity.com)

[www.TripAdvisor.com](http://www.TripAdvisor.com)

AHLA Video Library in classroom

Web access to information on advanced learning in the industry (college, trade, etc.)

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Other post-secondary websites

Web access to industry certification information:

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Hyperlinks:

**Unit Name:** L310600 - COMMUNICATION

**Unit Number:** L310600

**Dates:** Spring 2016 **Hours:** 21.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will know and be able to identify the nature and scope of effective communication methods in the hospitality and tourism industries.

**Tasks:**

L310601 - Identify the nature and scope of implementing and demonstrating effective communication methods both internally and externally in hospitality and tourism.

L310602 - Explain the importance of office etiquette to the hospitality and tourism industry.

L310603 - Identify the rules of written and electronic communication skills.

L310604 - Identify the seven barriers to effective communication.

L310605 - Identify the purpose of interdepartmental communication methods, including the Communication Center in hospitality and tourism operations.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

##### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

##### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

##### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### **Instructional Activities:**

#### **Knowledge:**

- Complete reading assignment
- Complete assigned worksheets and/or workbook pages
- Complete industry research project as assigned and make oral report on findings

#### **Skill:**

- Participate in lecture and respond to questions
- Complete learning packet with pre-test and vocabulary in preparation for post-test
- Submit hourly time sheets each week as evidence of internship experience.

#### **Remediation:**

- Re-teach major concepts
- Review with teacher assistance
- Worksheets
- Individual tutoring
- Group tutoring
- Peer tutoring
- Review games
- Create a chart
- Technology integration
- Computer assisted instruction
- Checklists

#### **Enrichment:**

- Model learning of concepts for others
- Teach concepts to peers
- Independent study for DECA competition
- DECA leadership related activities

### **Safety:**

- Student must:
- Demonstrate and maintain a safe working environment and commit to safety practices when working with others both within the classroom and during the internship experience
- Demonstrate safety procedure with all tools and devices used in the lesson
- Handle material in a safe and workmanlike manner
- Use hand tools in a safe manner
- Follow manufacturer's directions when using any product, tool, equipment, etc.
- Use proper safety precautions when using /operating hand tools.
- Use tools and equipment in a professional work-like manner according to OSHA standards
- Know and follow the established safety rules at all times

### **Assessment:**

Demonstration through daily behavior	Writing Activities	Group Projects
Participation in DECA activities	Video/DVD/Media	Research Papers
Worksheets	Worksheets	Current Events
Quizzes	Rubrics	Any content related assessment
Pre/Post Tests	Check Lists	Portfolio
Log/Journal	Role-play Activities	Internship mentor assessment
Daily Attendance and Grade	Oral Presentation	Certification Tests
	Diagrams	
	Individual Projects	

**Resources/Equipment:**

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[www.aaa.com](http://www.aaa.com); AAA Guides, maps and tourism brochures

[www.800poconos.com](http://www.800poconos.com)

[www.pmvb.com](http://www.pmvb.com)

[www.travelocity.com](http://www.travelocity.com)

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Web access to information on advanced learning in the industry (college, trade, etc.)

www.jwu.edu

Other post-secondary websites

Web access to industry certification information:

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Hyperlinks:





**Unit Name:** L310700 - FRONT OFFICE  
OPERATIONS

**Unit Number:** L310700

**Dates:** Spring 2016 **Hours:** 28.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will know and be able to identify the structure of the hotel rooms division and the key functions of the staff reporting to the front office/front desk.

**Tasks:**

L310701 - Explain the structure of the rooms division and the two departments assigned to the division.

L310702 - Identify the job positions and areas of responsibility for employees that report through and/or manage the front office, including the need for performance standards.

L310703 - Describe the key functions of the front desk operation and the nine steps of the registration cycle.

L310704 - Identify the financial processes, and when each should occur, during the financial reporting cycle.

L310705 - Identify the types of room rate systems used by hotels.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key

terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

##### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

##### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

## RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

## RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### *Connecting Anchor/Standard:*

- Pennsylvania Core Standards for Mathematics Standard 2.0

### *Supporting Anchor/Standards:*

#### NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

### **Instructional Activities:**

#### **Knowledge:**

Complete reading assignment  
Complete assigned worksheets and/or workbook pages  
Complete industry research project as assigned and make oral report on findings

#### **Skill:**

Participate in lecture and respond to questions  
Complete learning packet with pre-test and vocabulary in preparation for post-test  
Submit hourly time sheets each week as evidence of internship experience.

#### **Remediation:**

Re-teach major concepts  
Review with teacher assistance  
Worksheets  
Individual tutoring  
Group tutoring  
Peer tutoring  
Review games  
Create a chart  
Technology integration  
Computer assisted instruction  
Checklists

**Enrichment:**

- Model learning of concepts for others
- Teach concepts to peers
- Independent study for DECA competition
- DECA leadership related activities

**Safety:**

- Student must:
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American Hotel & Lodging Association - AHLA-Educational Institute (2013). Workbook: Hospitality & Tourism Management Program - Year 2 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)). ISBN: 9780133458541.

American Hotel & Lodging Association - AHLA-Educational Institute (2013). Media Package: Hospitality & Tourism Management Program - Year 2 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)). ISBN: 9780133458664

Hyperlinks:



**Unit Description/Objectives:**

Student will know and be able to identify the nature and scope of the housekeeping operations in a hotel.

**Tasks:**

- L310801 - Identify the scope of responsibilities handled by the housekeeping department, including job positions that report to the executive housekeeper.
- L310802 - Identify the functions and responsibilities of the executive housekeeper along with how to apply productivity and performance standards to housekeeping positions.
- L310803 - Identify the correct process for guestroom cleaning, room inspections, and reporting of maintenance issues.
- L310804 - Describe how to calculate, track, order, and issue recycled and non-recyclable inventory items to maintain par numbers.
- L310805 - Identify par levels and the role of the laundry cycle in storing, issuing, and tracking for the linen inventory - including the formulas used to manage housekeeping inventories.
- L310806 - Identify common green practices used by the housekeeping department.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

#### CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

#### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

## RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

## RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### *Connecting Anchor/Standard:*

- Pennsylvania Core Standards for Mathematics Standard 2.0

### *Supporting Anchor/Standards:*

#### NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

### **Instructional Activities:**

#### **Knowledge:**

Complete reading assignment  
Complete assigned worksheets and/or workbook pages  
Complete industry research project as assigned and make oral report on findings

#### **Skill:**

Participate in lecture and respond to questions  
Complete learning packet with pre-test and vocabulary in preparation for post-test  
Submit hourly time sheets each week as evidence of internship experience.

#### **Remediation:**

Re-teach major concepts  
Review with teacher assistance  
Worksheets  
Individual tutoring  
Group tutoring  
Peer tutoring  
Review games  
Create a chart  
Technology integration  
Computer assisted instruction  
Checklists



**Enrichment:**

Model learning of concepts for others  
Teach concepts to peers  
Independent study for DECA competition  
DECA leadership related activities

**Safety:**

Student must:  
Demonstrate and maintain a safe working environment and commit to safety practices when working with others both within the classroom and during the internship experience  
Demonstrate safety procedure with all tools and devices used in the lesson  
Handle material in a safe and workmanlike manner  
Use hand tools in a safe manner  
Follow manufacturer's directions when using any product, tool, equipment, etc.  
Use proper safety precautions when using /operating hand tools.  
Use tools and equipment in a professional work-like manner according to OSHA standards  
Know and follow the established safety rules at all times

**Assessment:**

Demonstration through daily behavior	Writing Activities	Group Projects
Participation in DECA activities	Video/DVD/Media Worksheets	Research Papers
Worksheets	Rubrics	Current Events
Quizzes	Check Lists	Any content related assessment
Pre/Post Tests	Role-play Activities	Portfolio
Log/Journal	Oral Presentation	Internship mentor assessment
Daily Attendance and Grade	Diagrams	Certification Tests
	Individual Projects	

**Resources/Equipment:**

m.e. (Marketing Essentials): Student Textbook. (Farese) (2012) Glencoe/McGraw-Hill Education, New York, NY. ISBN: 9780078953125

m.e. (Marketing Essentials): Student Activity Workbook. (Farese) (2012) Glencoe/McGraw-Hill Education, New York, NY. ISBN 9780078953149

m.e. (Marketing Essentials): Mathematics for Marketing Workbook. (Farese) (2012) Glencoe/McGraw-Hill Education, New York, NY. ISBN 9780078953101

Marketing Essentials: Student Textbook (Farese) (2006) Glencoe/McGraw-Hill Education, New York, NY. (print and online editions)

[www.glencoe.com/ose/](http://www.glencoe.com/ose/) limited availability to online version of previous edition – Marketing Essentials text

Hospitality Services, 2nd ed: Student Textbook. (Reynolds) 2010) Goodheart-Willcox Publishing, Tinley Park, IL. ISBN: 9781605251806.

Hospitality Services, 2nd ed: Student Workbook. (Reynolds) 2010) Goodheart-Willcox Publishing, Tinley Park, IL. ISBN: 9781605251813.

[www.DECA.org](http://www.DECA.org)

[www.PADECA.org](http://www.PADECA.org)

[www.school.cengage.com/marketing/marketing](http://www.school.cengage.com/marketing/marketing) - click Connect to DECA

DECA test banks in classroom - print and electronic versions

Trade magazines through [www.marketing.glencoe.com](http://www.marketing.glencoe.com) – DECA/ contest name/trade association links

NOCTI Prep: NOCTI Study Guide

DECA test banks and practice role plays

Mark-Ed (MBA Research and Curriculum Center) resource LAP files in class for National Marketing Education Curriculum

[www.mark-ed.org/resources/DECA/DECAcompetencies](http://www.mark-ed.org/resources/DECA/DECAcompetencies)

Vocabulary, key concept study packets and final exam from prior edition of Marketing Essentials (Farese) (Glencoe)

[www.pmvb.org](http://www.pmvb.org)

Enculturation and marketing resources of Pocono Mountain Visitor's Bureau

Web access to current travel, lodging and tourism related sites:

[www.4Hoteliers.com](http://www.4Hoteliers.com)

[www.aaa.com](http://www.aaa.com); AAA Guides, maps and tourism brochures

[www.800poconos.com](http://www.800poconos.com)

[www.pmvb.com](http://www.pmvb.com)

[www.travelocity.com](http://www.travelocity.com)

[www.TripAdvisor.com](http://www.TripAdvisor.com)

AHLA Video Library in classroom

Web access to information on advanced learning in the industry (college, trade, etc.)

[www.jwu.edu](http://www.jwu.edu)

Other post-secondary websites

Web access to industry certification information:

<https://www.ahlei.org/Programs/High-School/>

LEVELS 3 & 4:

American Hotel & Lodging Association - AHLA-Educational Institute (2012). Textbook: Hospitality & Tourism Management Program - Year 1 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)) ISBN: 9780133141825.

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American Hotel & Lodging Association - AHLA-Educational Institute (2013). Workbook: Hospitality & Tourism Management Program - Year 2 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)). ISBN: 9780133458541.

American Hotel & Lodging Association - AHLA-Educational Institute (2013). Media Package: Hospitality & Tourism Management Program - Year 2 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)). ISBN: 9780133458664

Hyperlinks:



**Unit Description/Objectives:**

Student will know and be able to identify the nature and scope of facilities management and the chief engineer in the operations of a hotel.

**Tasks:**

L310901 - Identify the role and responsibilities of the facilities management department (including the chief engineer) at a hotel.

L310902 - Explain the purpose of facilities management regularly scheduling and performing preventive maintenance, routine inspections, and manufacturer-recommended maintenance on systems, equipment, and other high-cost items as well as maintaining interior and exterior spaces.

L310903 - Identify the process for reporting, completing, and tracking repairs by the facilities management department.

L310904 - Discuss the four key planning areas for an emergency preparedness plan along with the role of maintaining emergency backup systems at a hotel.

L310905 - Identify the three E's of green initiatives and most common green practices that fall under the facilities management department.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

#### KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12.A Cite specific textual evidence, etc.

Standard CC.3.5.9-10.B / Standard CC.3.5.11-12.B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

#### CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10.D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10.H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10.I Compare and contrast findings presented in a text to those from other sources, etc.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12.I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

## PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12.C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10.D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

## RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

## RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### **Instructional Activities:**

#### **Knowledge:**

- Complete reading assignment
- Complete assigned worksheets and/or workbook pages
- Complete industry research project as assigned and make oral report on findings

#### **Skill:**

- Participate in lecture and respond to questions
- Complete learning packet with pre-test and vocabulary in preparation for post-test
- Submit hourly time sheets each week as evidence of internship experience.

#### **Remediation:**

- Re-teach major concepts
- Review with teacher assistance
- Worksheets
- Individual tutoring
- Group tutoring
- Peer tutoring
- Review games
- Create a chart
- Technology integration
- Computer assisted instruction
- Checklists

#### **Enrichment:**

- Model learning of concepts for others
- Teach concepts to peers
- Independent study for DECA competition
- DECA leadership related activities

**Safety:**

Student must:

Demonstrate and maintain a safe working environment and commit to safety practices when working with others both within the classroom and during the internship experience

Demonstrate safety procedure with all tools and devices used in the lesson

Handle material in a safe and workmanlike manner

Use hand tools in a safe manner

Follow manufacturer's directions when using any product, tool, equipment, etc.

Use proper safety precautions when using /operating hand tools.

Use tools and equipment in a professional work-like manner according to OSHA standards

Know and follow the established safety rules at all times

**Assessment:**

Demonstration through daily behavior

Participation in DECA activities  
Worksheets

Quizzes

Pre/Post Tests

Log/Journal

Daily Attendance and Grade

Writing Activities

Video/DVD/Media Worksheets

Rubrics

Check Lists

Role-play Activities

Oral Presentation

Diagrams

Individual Projects

Group Projects

Research Papers

Current Events

Any content related assessment

Portfolio

Internship mentor assessment

Certification Tests

**Resources/Equipment:**

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[www.PADECA.org](http://www.PADECA.org)

[www.school.cengage.com/marketing/marketing](http://www.school.cengage.com/marketing/marketing) - click Connect to DECA

DECA test banks in classroom - print and electronic versions

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NOCTI Prep: NOCTI Study Guide

DECA test banks and practice role plays

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[www.pmvb.org](http://www.pmvb.org)

Enculturation and marketing resources of Pocono Mountain Visitor's Bureau

Web access to current travel, lodging and tourism related sites:

[www.4Hoteliers.com](http://www.4Hoteliers.com)

[www.aaa.com](http://www.aaa.com); AAA Guides, maps and tourism brochures

[www.800poconos.com](http://www.800poconos.com)

[www.pmvb.com](http://www.pmvb.com)

[www.travelocity.com](http://www.travelocity.com)

[www.TripAdvisor.com](http://www.TripAdvisor.com)

AHLA Video Library in classroom

Web access to information on advanced learning in the industry (college, trade, etc.)

[www.jwu.edu](http://www.jwu.edu)

Other post-secondary websites

Web access to industry certification information:

<https://www.ahlei.org/Programs/High-School/>

LEVELS 3 & 4:

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Hyperlinks:

Monroe Career & Technical Institute  
**Course:** Hotel, Resort and Tourism Management

**Unit Name:** L311000 - FOOD AND BEVERAGE  
SERVICES



**Unit Number:** L311000

**Dates:** Spring 2016 **Hours:** 20.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will know and be able to explain the nature and scope of the role of the food and beverage industry within hospitality and tourism.

**Tasks:**

L311001 - Identify the restaurant industry's position as a major source of jobs in the U.S.

L311002 - Identify the purpose for type of service, menu options, and cost in each of the five main categories of food service outlets.

L311003 - Explain the guest and employee segments of the food and beverage guest cycle.

L311004 - Explain the need for implementing, and consistently using, financial controls for labor costs, food costs, menu pricing, and cash control in a food and beverage operation.

L311005 - Identify the ADA requirements that typically affect a food and beverage operation.

L311006 - Identify the purpose of safety and sanitation in food service operations and the need for a written Sanitation Risk Management (SRM) program such as HACCP.

L311007 - Identify the four main styles of table service and the purpose of each including the goal of providing excellent food in food service operations.

L311008 - Identify the need for responsible beverage operations, the role of a dram law, and liabilities, legalities, and responsibilities servers, bartenders, restaurants, bars, lounges, and other beverage service providers face when serving alcohol.



L311009 - Explain the role of banquets, catering, and special events in food and beverage operations.

L311010 - Identify the ten most common green practices used by food and beverage facilities.

## **Standards / Assessment Anchors**

### *Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

### *Supporting Anchor/Standards:*

#### **KEY IDEAS/DETAILS GRADES 9-10-11-12**

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

#### **CRAFT & STRUCTURE GRADES 9-10-11-12**

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### **INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10**

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

#### **INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12**

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

##### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

##### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

##### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

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Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

##### RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

#### *Connecting Anchor/Standard:*

- Pennsylvania Core Standards for Mathematics Standard 2.0

#### *Supporting Anchor/Standards:*

##### NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

**Instructional Activities:****Knowledge:**

- Complete reading assignment
- Complete assigned worksheets and/or workbook pages
- Complete industry research project as assigned and make oral report on findings

**Skill:**

- Participate in lecture and respond to questions
- Complete learning packet with pre-test and vocabulary in preparation for post-test
- Submit hourly time sheets each week as evidence of internship experience.

**Remediation:**

- Re-teach major concepts
- Review with teacher assistance
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- Model learning of concepts for others
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- Student must:
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  - Use proper safety precautions when using /operating hand tools.
  - Use tools and equipment in a professional work-like manner according to OSHA standards
  - Know and follow the established safety rules at all times

**Assessment:**

- |                                      |                      |                                |
|--------------------------------------|----------------------|--------------------------------|
| Demonstration through daily behavior | Writing Activities   | Group Projects                 |
| Participation in DECA activities     | Video/DVD/Media      | Research Papers                |
| Worksheets                           | Worksheets           | Current Events                 |
| Quizzes                              | Rubrics              | Any content related assessment |
| Pre/Post Tests                       | Check Lists          | Portfolio                      |
| Log/Journal                          | Role-play Activities | Internship mentor assessment   |
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|                                      | Diagrams             |                                |
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Hyperlinks:



**Unit Description/Objectives:**

Student will know and be able to identify the role of financial analysis in attaining financial goals for a hotel or lodging property. The student will know and be able to complete a basic manual night audit.

**Tasks:**

L311201 - Identify the financial goal of a hotel or lodging property.

L311202 - Identify the key difference between a revenue center and a cost center along with the areas belonging to each.

L311203 - Identify the steps required to complete a night audit and the role of the night auditor in the process.

L311204 - Identify the purpose of the occupancy percentage (OP), average daily rate (ADR), and revenue per available room (RevPAR) as key night audit calculations, including calculating the yield statistic daily and comparing it to the occupancy percentage.

L311205 - Identify green practices which will reduce a hotel's carbon footprint and also reduce operating costs.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

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Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

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Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

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Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

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Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

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Hyperlinks:

**Unit Name:** L311300 - MARKETING

**Unit Number:** L311300

**Dates:** Spring 2016 **Hours:** 10.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will know and be able to identify the role of the 4 P's and marketing activities in the hospitality and tourism industries.

**Tasks:**

L311301 - Identify the marketing activities used in the hospitality and tourism industry including the purpose of measuring return on investment (ROI); know the difference between marketing and advertising.

L311302 - Identify the four Ps of marketing and the role of each in the development of a marketing plan.

L311303 - Identify the purpose of analyzing market segments (including demographics and psychographics) when deciding which target market to focus on when build a marketing plan, strategy, and message.

L311304 - Identify the purpose of communicating marketing messages, including the role of ethics within the hospitality and tourism industry.

L311305 - Explain the purpose of implementing green practices as part of the marketing plan, strategy, or message.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

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DECA test banks in classroom - print and electronic versions

Trade magazines through [www.marketing.glencoe.com](http://www.marketing.glencoe.com) – DECA/ contest name/trade association links

NOCTI Prep: NOCTI Study Guide

DECA test banks and practice role plays

Mark-Ed (MBA Research and Curriculum Center) resource LAP files in class for National Marketing Education Curriculum  
[www.mark-ed.org/resources/DECA/DECAcompetencies](http://www.mark-ed.org/resources/DECA/DECAcompetencies)

Vocabulary, key concept study packets and final exam from prior edition of Marketing Essentials (Farese) (Glencoe)

[www.pmvb.org](http://www.pmvb.org)

Enculturation and marketing resources of Pocono Mountain Visitor's Bureau

Web access to current travel, lodging and tourism related sites:

[www.4Hoteliers.com](http://www.4Hoteliers.com)

[www.aaa.com](http://www.aaa.com); AAA Guides, maps and tourism brochures

[www.800poconos.com](http://www.800poconos.com)

[www.pmvb.com](http://www.pmvb.com)

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AHLA Video Library in classroom

Web access to information on advanced learning in the industry (college, trade, etc.)

[www.jwu.edu](http://www.jwu.edu)

Other post-secondary websites

Web access to industry certification information:

<https://www.ahlei.org/Programs/High-School/>

LEVELS 3 & 4:

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Hyperlinks:

**Unit Name:** L311400 - SALES

**Unit Number:** L311400

**Dates:** Spring 2016 **Hours:** 12.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will know and be able to identify the role and objectives of sales in the hospitality and tourism industries.

**Tasks:**

L311401 - Identify the role and responsibilities of sales, and the key objectives of the sales department in the hospitality and tourism industry.

L311402 - Identify the structure and positions found in a hospitality and tourism sales department.

L311403 - Identify the purpose of prospecting and the role of the Internet, networking, relationship building, strategic alliances, and referrals in hospitality and tourism sales.

L311404 - Identify the types of sales, the purpose of upgrading sales, and the role of specialty sales in hospitality and tourism.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.



#### CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

#### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

## RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

## RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### **Instructional Activities:**

#### **Knowledge:**

- Complete reading assignment
- Complete assigned worksheets and/or workbook pages
- Complete industry research project as assigned and make oral report on findings

#### **Skill:**

- Participate in lecture and respond to questions
- Complete learning packet with pre-test and vocabulary in preparation for post-test
- Submit hourly time sheets each week as evidence of internship experience.

#### **Remediation:**

- Re-teach major concepts
- Review with teacher assistance
- Worksheets
- Individual tutoring
- Group tutoring
- Peer tutoring
- Review games
- Create a chart
- Technology integration
- Computer assisted instruction
- Checklists

#### **Enrichment:**

- Model learning of concepts for others
- Teach concepts to peers
- Independent study for DECA competition
- DECA leadership related activities

### **Safety:**

Student must:

- Demonstrate and maintain a safe working environment and commit to safety practices when working with others both within the classroom and during the internship experience
- Demonstrate safety procedure with all tools and devices used in the lesson
- Handle material in a safe and workmanlike manner
- Use hand tools in a safe manner
- Follow manufacturer's directions when using any product, tool, equipment, etc.
- Use proper safety precautions when using /operating hand tools.
- Use tools and equipment in a professional work-like manner according to OSHA standards
- Know and follow the established safety rules at all times

**Assessment:**

Demonstration through daily behavior	Writing Activities	Group Projects
Participation in DECA activities	Video/DVD/Media Worksheets	Research Papers
Worksheets	Rubrics	Current Events
Quizzes	Check Lists	Any content related assessment
Pre/Post Tests	Role-play Activities	Portfolio
Log/Journal	Oral Presentation	Internship mentor assessment
Daily Attendance and Grade	Diagrams	Certification Tests
	Individual Projects	

**Resources/Equipment:**

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Hyperlinks:

Monroe Career & Technical Institute  
**Course:** Hotel, Resort and Tourism Management

**Unit Name:** L311500 - OPERATIONAL SAFETY

**Unit Number:** L311500

**Dates:** Spring 2016 **Hours:** 12.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will know and be able to identify the importance of safety and to explain basic procedures to ensure safety in the hospitality industry.

**Tasks:**

L311501 - Identify the purpose of maintaining a safe, healthy environment for guests and employees.

L311502 - Explain the risk management process, a job safety analysis report and the use of the 14 elements of a health and safety program in the workplace.

L311503 - Identify the role of the Occupational Safety and Health Administration (OSHA) in ensuring a safe and healthy work environment for all American workers by overseeing Hazardous Materials Communication (HazCom) Standards.

L311504 - Identify the safety policies and procedures regarding operational safety for slips, trip, and falls along with fire safety and safe lifting.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

#### CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

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#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

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Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

##### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

##### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning,

revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

#### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

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Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### Instructional Activities:

#### Knowledge:

- Complete reading assignment
- Complete assigned worksheets and/or workbook pages
- Complete industry research project as assigned and make oral report on findings

#### Skill:

- Participate in lecture and respond to questions
- Complete learning packet with pre-test and vocabulary in preparation for post-test
- Submit hourly time sheets each week as evidence of internship experience.

#### Remediation:

- |                                |                               |
|--------------------------------|-------------------------------|
| Re-teach major concepts        | Review games                  |
| Review with teacher assistance | Create a chart                |
| Worksheets                     | Technology integration        |
| Individual tutoring            | Computer assisted instruction |
| Group tutoring                 | Checklists                    |
| Peer tutoring                  |                               |

#### Enrichment:

- Model learning of concepts for others
- Teach concepts to peers
- Independent study for DECA competition
- DECA leadership related activities

### Safety:

- Student must:
- Demonstrate and maintain a safe working environment and commit to safety practices when working with others both within the classroom and during the internship experience
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- Follow manufacturer's directions when using any product, tool, equipment, etc.
- Use proper safety precautions when using /operating hand tools.
- Use tools and equipment in a professional work-like manner according to OSHA standards
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**Assessment:**

Demonstration through daily behavior	Writing Activities	Group Projects
Participation in DECA activities	Video/DVD/Media Worksheets	Research Papers
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Pre/Post Tests	Role-play Activities	Portfolio
Log/Journal	Oral Presentation	Internship mentor assessment
Daily Attendance and Grade	Diagrams	Certification Tests
	Individual Projects	

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Web access to information on advanced learning in the industry (college, trade, etc.)

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Hyperlinks:

**Course:** Hotel, Resort and Tourism Management  
Monroe Career & Technical Institute

**Unit Name:** L311600 - SECURITY

**Unit Number:** L311600

**Dates:** Spring 2016 **Hours:** 13.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will be know and be able to identify practices that must be maintained to ensure security at a hotel or lodging property.

**Tasks:**

- L311601 - Explain the role and functions of hotel employees and security in providing reasonable care in protecting people and property during criminal, severe weather, and emergency situations.
- L311602 - Describe the role of security in maintaining control over both metal and electronic key systems for a property.
- L311603 - Identify the types of emergencies common during daily operations that are handled by the security team.
- L311604 - Identify the role of emergency preparedness to guarantee an emergency response plan is in place for a variety of potentially life-threatening emergency situations.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

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CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

##### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

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Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

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##### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

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Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### **Instructional Activities:**

#### **Knowledge:**

- Complete reading assignment
- Complete assigned worksheets and/or workbook pages
- Complete industry research project as assigned and make oral report on findings

#### **Skill:**

- Participate in lecture and respond to questions
- Complete learning packet with pre-test and vocabulary in preparation for post-test
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- Re-teach major concepts
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- Worksheets
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- Computer assisted instruction
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- Teach concepts to peers
- Independent study for DECA competition
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- Student must:
  - Demonstrate and maintain a safe working environment and commit to safety practices when working with others both within the classroom and during the internship experience
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  - Handle material in a safe and workmanlike manner
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**Assessment:**

Demonstration through daily behavior	Writing Activities	Group Projects
Participation in DECA activities	Video/DVD/Media Worksheets	Research Papers
Worksheets	Rubrics	Current Events
Quizzes	Check Lists	Any content related assessment
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Hyperlinks:

**Course:** Hotel, Resort and Tourism Management  
Monroe Career & Technical Institute

**Unit Name:** L420100 - PREPARING FOR A  
LEADERSHIP CAREER

**Unit Number:** L420100

**Dates:** Spring 2016 **Hours:** 14.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will know and be able to identify leadership opportunities, styles and responsibilities in the hospitality and tourism industries.

**Tasks:**

- L420101 - List the advantages and disadvantages of a career in hospitality and tourism, and list the benefits for choosing a career in this industry.
- L420102 - Describe segments of the hospitality and tourism industry, and explain the process for selecting an industry segment in which to work.
- L420103 - Identify the types of leadership positions available in the hospitality and tourism industry.
- L420104 - Identify traits of effective leaders and traditional management styles, including recognizing the need to vary leadership style in response to organizational needs.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

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- Complete reading assignment
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- Use tools and equipment in a professional work-like manner according to OSHA standards
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### **Assessment:**

- |                                      |                            |                                |
|--------------------------------------|----------------------------|--------------------------------|
| Demonstration through daily behavior | Writing Activities         | Group Projects                 |
| Participation in DECA activities     | Video/DVD/Media Worksheets | Research Papers                |
| Worksheets                           | Rubrics                    | Current Events                 |
| Quizzes                              | Check Lists                | Any content related assessment |
| Pre/Post Tests                       | Role-play Activities       | Portfolio                      |
| Log/Journal                          | Oral Presentation          | Internship mentor assessment   |
| Daily Attendance and Grade           | Diagrams                   | Certification Tests            |
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Hyperlinks:

**Course:** Hotel, Resort and Tourism Management  
Monroe Career & Technical Institute

**Unit Name:** L420200 - HOSPITALITY AND  
TOURISM LEADERSHIP

**Unit Number:** L420200

**Dates:** Spring 2016 **Hours:** 14.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will know and be able to explain the need for leaders in hospitality and tourism to be respectful of the diverse populations that they serve.

**Tasks:**

L420201 - Identify 21st century leadership styles.

L420202 - Identify why leaders must create leadership development goals and a path for meeting those goals.

L420203 - Define power and empowerment, and describe how these concepts tend to play out in centralized and decentralized organizations.

L420204 - Explain the need for respect and value for diversity in the hospitality and tourism industry.

L420205 - Analyze the challenges and opportunities in welcoming diverse cultures to your property.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

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DECA test banks in classroom - print and electronic versions

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Enculturation and marketing resources of Pocono Mountain Visitor's Bureau

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[www.aaa.com](http://www.aaa.com); AAA Guides, maps and tourism brochures

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Web access to information on advanced learning in the industry (college, trade, etc.)

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Hyperlinks:



**Course:** Hotel, Resort and Tourism Management  
Monroe Career & Technical Institute

**Unit Name:** L420300 - LEADERSHIP AND THE  
GUEST CYCLE

**Unit Number:** L420300

**Dates:** Spring 2016 **Hours:** 18.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will know and be able to describe the importance of employee empowerment in providing a seamless experience for guests.

**Tasks:**

L420301 - Identify the leadership skills and processes that lead to a seamless guest cycle.

L420302 - Describe how employee empowerment and problem solving contributes to effective guest recovery and satisfaction.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

##### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

##### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

##### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

##### RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

*Connecting Anchor/Standard:*

- Pennsylvania Core Standards for Mathematics Standard 2.0

*Supporting Anchor/Standards:*

**NUMBERS AND OPERATIONS**

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

**Instructional Activities:**

**Knowledge:**

- Complete reading assignment
- Complete assigned worksheets and/or workbook pages
- Complete industry research project as assigned and make oral report on findings

**Skill:**

- Participate in lecture and respond to questions
- Complete learning packet with pre-test and vocabulary in preparation for post-test
- Submit hourly time sheets each week as evidence of internship experience.

**Remediation:**

- Re-teach major concepts
- Review with teacher assistance
- Worksheets
- Individual tutoring
- Group tutoring
- Peer tutoring
- Review games
- Create a chart
- Technology integration
- Computer assisted instruction
- Checklists

**Enrichment:**

- Model learning of concepts for others
- Teach concepts to peers
- Independent study for DECA competition
- DECA leadership related activities

**Safety:**

- Student must:
- Demonstrate and maintain a safe working environment and commit to safety practices when working with others both within the classroom and during the internship experience
- Demonstrate safety procedure with all tools and devices used in the lesson
- Handle material in a safe and workmanlike manner
- Use hand tools in a safe manner
- Follow manufacturer's directions when using any product, tool, equipment, etc.
- Use proper safety precautions when using /operating hand tools.
- Use tools and equipment in a professional work-like manner according to OSHA standards
- Know and follow the established safety rules at all times

**Assessment:**

Demonstration through daily behavior	Role-play Activities
Participation in DECA activities	Oral Presentation
Worksheets	Diagrams
Quizzes	Individual Projects
Pre/Post Tests	Group Projects
Log/Journal	Research Papers
Daily Attendance and Grade	Current Events
Writing Activities	Any content related assessment
Video/DVD/Media Worksheets	Portfolio
Rubrics	Internship mentor assessment
Check Lists	Certification Tests

**Resources/Equipment:**

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Web access to industry certification information:

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Hyperlinks:

**Course:** Hotel, Resort and Tourism Management  
Monroe Career & Technical Institute

**Unit Name:** L420400 - MANAGING THE GUEST  
CYCLE

**Unit Number:** L420400

**Dates:** Spring 2016 **Hours:** 20.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will know and be able to identify the role of measuring the guest experience with the goal of providing outstanding service.

**Tasks:**

L420401 - Describe why modeling inclusive behavior is an important skill for hospitality and tourism managers.

L420402 - Identify how managers should apply property standards to the guest experience.

L420403 - Identify the role of Guest Service Measurement (GSM) in managing the guest experience, including providing and managing Guest Service Gold level standards.

L420404 - Describe the benefits of green practices and the role hospitality and tourism managers play in implementing them.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

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Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

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##### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

##### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

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RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### **Instructional Activities:**

#### **Knowledge:**

- Complete reading assignment
- Complete assigned worksheets and/or workbook pages
- Complete industry research project as assigned and make oral report on findings

#### **Skill:**

- Participate in lecture and respond to questions
- Complete learning packet with pre-test and vocabulary in preparation for post-test
- Submit hourly time sheets each week as evidence of internship experience.

#### **Remediation:**

- Re-teach major concepts
- Review with teacher assistance
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#### **Enrichment:**

- Model learning of concepts for others
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- DECA leadership related activities

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- Student must:
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  - Use hand tools in a safe manner
  - Follow manufacturer's directions when using any product, tool, equipment, etc.
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  - Use tools and equipment in a professional work-like manner according to OSHA standards
  - Know and follow the established safety rules at all times



**Assessment:**

Demonstration through daily behavior	Role-play Activities
Participation in DECA activities	Oral Presentation
Worksheets	Diagrams
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American Hotel & Lodging Association - AHLA-Educational Institute (2013). Media Package: Hospitality & Tourism Management Program - Year 2 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)). ISBN: 9780133458664

Hyperlinks:

**Course:** Hotel, Resort and Tourism Management  
Monroe Career & Technical Institute

**Unit Name:** L420500 - LEADERSHIP, EMPLOYEES,  
AND COMMUNICATION



**Unit Number:** L420500

**Dates:** Spring 2016 **Hours:** 18.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will know and be able to identify workplace appropriate methods and strategies of communication including listening, speaking and writing.

**Tasks:**

L420501 - Describe the purpose of a mission statement.

L420502 - Explain the importance of communicating the purpose and role of their job positions to employees, including setting and measuring performance goals.

L420503 - Describe proper workplace etiquette for listening, speaking, and writing.

L420504 - Review the sources of conflict and describe basic strategies that can be used to manage conflict, including communication strategies to deal with difficult employees.

L420505 - Define different aspects of guest communication.

L420506 - Explain why media training for leaders in hospitality and tourism is necessary.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

*Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

*Supporting Anchor/Standards:*

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

#### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

#### RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### **Instructional Activities:**

#### **Knowledge:**

- Complete reading assignment
- Complete assigned worksheets and/or workbook pages
- Complete industry research project as assigned and make oral report on findings

#### **Skill:**

- Participate in lecture and respond to questions
- Complete learning packet with pre-test and vocabulary in preparation for post-test
- Submit hourly time sheets each week as evidence of internship experience.

#### **Remediation:**

- Re-teach major concepts
- Review with teacher assistance
- Worksheets
- Individual tutoring
- Group tutoring
- Peer tutoring
- Review games
- Create a chart
- Technology integration
- Computer assisted instruction
- Checklists

#### **Enrichment:**

- Model learning of concepts for others
- Teach concepts to peers
- Independent study for DECA competition
- DECA leadership related activities

### **Safety:**

- Student must:
- Demonstrate and maintain a safe working environment and commit to safety practices when working with others both within the classroom and during the internship experience
- Demonstrate safety procedure with all tools and devices used in the lesson
- Handle material in a safe and workmanlike manner
- Use hand tools in a safe manner
- Follow manufacturer's directions when using any product, tool, equipment, etc.
- Use proper safety precautions when using /operating hand tools.
- Use tools and equipment in a professional work-like manner according to OSHA standards
- Know and follow the established safety rules at all times

**Assessment:**

Demonstration through daily behavior	Role-play Activities
Participation in DECA activities	Oral Presentation
Worksheets	Diagrams
Quizzes	Individual Projects
Pre/Post Tests	Group Projects
Log/Journal	Research Papers
Daily Attendance and Grade	Current Events
Writing Activities	Any content related assessment
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Rubrics	Internship mentor assessment
Check Lists	Certification Tests

**Resources/Equipment:**

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[www.PADECA.org](http://www.PADECA.org)

[www.school.cengage.com/marketing/marketing](http://www.school.cengage.com/marketing/marketing) - click Connect to DECA

DECA test banks in classroom - print and electronic versions

Trade magazines through [www.marketing.glencoe.com](http://www.marketing.glencoe.com) – DECA/ contest name/trade association links

NOCTI Prep: NOCTI Study Guide

DECA test banks and practice role plays

Mark-Ed (MBA Research and Curriculum Center) resource LAP files in class for National Marketing Education Curriculum

[www.mark-ed.org/resources/DECA/DECAcompetencies](http://www.mark-ed.org/resources/DECA/DECAcompetencies)

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[www.pmvb.org](http://www.pmvb.org)

Enculturation and marketing resources of Pocono Mountain Visitor's Bureau

Web access to current travel, lodging and tourism related sites:

[www.4Hoteliers.com](http://www.4Hoteliers.com)

[www.aaa.com](http://www.aaa.com); AAA Guides, maps and tourism brochures

[www.800poconos.com](http://www.800poconos.com)

[www.pmvb.com](http://www.pmvb.com)

[www.travelocity.com](http://www.travelocity.com)

[www.TripAdvisor.com](http://www.TripAdvisor.com)

AHLA Video Library in classroom

Web access to information on advanced learning in the industry (college, trade, etc.)

[www.jwu.edu](http://www.jwu.edu)

Other post-secondary websites

Web access to industry certification information:

<https://www.ahlei.org/Programs/High-School/>

LEVELS 3 & 4:

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Hyperlinks:

**Course:** Hotel, Resort and Tourism Management  
Monroe Career & Technical Institute

**Unit Name:** L420600 - FRONT OFFICE LEADERSHIP

**Unit Number:** L420600

**Dates:** Spring 2016 **Hours:** 20.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will know and be able to identify key leadership activities of the front office manager, including the application of metrics to measure performance and occupancy ratios.

**Tasks:**

L420601 - Identify the key duties and responsibilities of the front office manager including managing labor costs.

L420602 - Identify the reports attached to the night audit process.

L420603 - Explain the role of job descriptions and specifications in measuring employee performance.

L420604 - Summarize the role of the front desk in selling to guests.

L420605 - Identify green practices that can be initiated and implemented by the front office.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

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#### CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

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Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

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Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

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- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

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Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

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### *Connecting Anchor/Standard:*

- Pennsylvania Core Standards for Mathematics Standard 2.0

### *Supporting Anchor/Standards:*

#### NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

### **Instructional Activities:**

#### **Knowledge:**

Complete reading assignment  
Complete assigned worksheets and/or workbook pages  
Complete industry research project as assigned and make oral report on findings

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Participate in lecture and respond to questions  
Complete learning packet with pre-test and vocabulary in preparation for post-test  
Submit hourly time sheets each week as evidence of internship experience.

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Re-teach major concepts  
Review with teacher assistance  
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Group tutoring  
Peer tutoring  
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Create a chart  
Technology integration  
Computer assisted instruction  
Checklists

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- Model learning of concepts for others
- Teach concepts to peers
- Independent study for DECA competition
- DECA leadership related activities

**Safety:**

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**Assessment:**

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Video/DVD/Media Worksheets	Portfolio
Rubrics	Internship mentor assessment
Check Lists	Certification Tests

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[www.school.cengage.com/marketing/marketing](http://www.school.cengage.com/marketing/marketing) - click Connect to DECA

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[www.aaa.com](http://www.aaa.com); AAA Guides, maps and tourism brochures

[www.800poconos.com](http://www.800poconos.com)

[www.pmvb.com](http://www.pmvb.com)

[www.travelocity.com](http://www.travelocity.com)

[www.TripAdvisor.com](http://www.TripAdvisor.com)

AHLA Video Library in classroom

Web access to information on advanced learning in the industry (college, trade, etc.)

[www.jwu.edu](http://www.jwu.edu)

Other post-secondary websites

Web access to industry certification information:

<https://www.ahlei.org/Programs/High-School/>

LEVELS 3 & 4:

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Hyperlinks:

**Course:** Hotel, Resort and Tourism Management  
Monroe Career & Technical Institute

**Unit Name:** L420700 - MANAGING HOUSEKEEPING  
OPERATIONS



**Unit Number:** L420700

**Dates:** Spring 2016 **Hours:** 24.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will know and be able to identify the scope and responsibilities of the executive housekeeper and those reporting to the housekeeping department.

**Tasks:**

L420701 - Identify the positions, duties and responsibilities of members of the housekeeping department.

L420702 - Explain how the housekeeping department manages the budget process and identify methods to control labor and linen expenses.

L420703 - Describe how the executive housekeeper is responsible for training, monitoring and continually measuring performance standards for housekeeping staff.

L420704 - Discuss housekeeping management's role in promoting sustainable green practices.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

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#### CRAFT & STRUCTURE GRADES 9-10-11-12

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Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

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## RESEARCH GRADES 9-10-11-12

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Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

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Complete reading assignment  
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**Enrichment:**

- Model learning of concepts for others
- Teach concepts to peers
- Independent study for DECA competition
- DECA leadership related activities

**Safety:**

- Student must:
  - Demonstrate and maintain a safe working environment and commit to safety practices when working with others both within the classroom and during the internship experience
  - Demonstrate safety procedure with all tools and devices used in the lesson
  - Handle material in a safe and workmanlike manner
  - Use hand tools in a safe manner
  - Follow manufacturer's directions when using any product, tool, equipment, etc.
  - Use proper safety precautions when using /operating hand tools.
  - Use tools and equipment in a professional work-like manner according to OSHA standards
  - Know and follow the established safety rules at all times

**Assessment:**

Demonstration through daily behavior	Role-play Activities
Participation in DECA activities	Oral Presentation
Worksheets	Diagrams
Quizzes	Individual Projects
Pre/Post Tests	Group Projects
Log/Journal	Research Papers
Daily Attendance and Grade	Current Events
Writing Activities	Any content related assessment
Video/DVD/Media Worksheets	Portfolio
Rubrics	Internship mentor assessment
Check Lists	Certification Tests

**Resources/Equipment:**

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**Course:** Hotel, Resort and Tourism Management  
Monroe Career & Technical Institute

**Unit Name:** L420800 - LEADERSHIP AND  
FACILITIES MANAGEMENT



**Unit Number:** L420800

**Dates:** Spring 2016 **Hours:** 11.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will know and be able to identify key responsibilities of the facilities leadership team, including duties that they have regarding building maintenance and the associated costs.

**Tasks:**

- L420801 - Summarize the duties and responsibilities of the chief engineer and facilities management team, including responsibility for ways to manage and conserve energy.
- L420802 - Analyze how ADA improvements affect the budgetary process.
- L420803 - Describe common emergency systems and their associated maintenance procedures.
- L420804 - Explain the benefits of using green building materials and identify ways facilities can reduce the property's carbon footprint.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

##### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

##### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

##### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

##### RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

**Instructional Activities:****Knowledge:**

- Complete reading assignment
- Complete assigned worksheets and/or workbook pages
- Complete industry research project as assigned and make oral report on findings

**Skill:**

- Participate in lecture and respond to questions
- Complete learning packet with pre-test and vocabulary in preparation for post-test
- Submit hourly time sheets each week as evidence of internship experience.

**Remediation:**

- Re-teach major concepts
- Review with teacher assistance
- Worksheets
- Individual tutoring
- Group tutoring
- Peer tutoring
- Review games
- Create a chart
- Technology integration
- Computer assisted instruction
- Checklists

**Enrichment:**

- Model learning of concepts for others
- Teach concepts to peers
- Independent study for DECA competition
- DECA leadership related activities

**Safety:**

- Student must:
  - Demonstrate and maintain a safe working environment and commit to safety practices when working with others both within the classroom and during the internship experience
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  - Use hand tools in a safe manner
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  - Use proper safety precautions when using /operating hand tools.
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**Assessment:**

- |                                      |                                |
|--------------------------------------|--------------------------------|
| Demonstration through daily behavior | Role-play Activities           |
| Participation in DECA activities     | Oral Presentation              |
| Worksheets                           | Diagrams                       |
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Hyperlinks:

**Course:** Hotel, Resort and Tourism Management  
Monroe Career & Technical Institute

**Unit Name:** L420900 - FOOD AND BEVERAGE  
SERVICE LEADERSHIP



**Unit Number:** L420900

**Dates:** Spring 2016 **Hours:** 19.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will know and be able to identify key duties and responsibilities of the food and beverage leadership team, including training, sanitation and trends in the industry.

**Tasks:**

- L420901 - Identify the organizational structures of various food and beverage operations and describe how restaurants attract and retain staff.
- L420902 - Explain the steps involved in menu planning and menu design, and explain the value of periodic menu evaluation.
- L420903 - Describe procedures and issues involved with purchasing, receiving, storing, issuing, and controlling food and beverage operation supplies and equipment.
- L420904 - Describe the process of planning the design and choosing the decor of food and beverage operations, and summarize the cleaning process.
- L420905 - Describe the critical role of food sanitation in food and beverage operations, and outline workplace safety responsibilities of managers.
- L420907 - Explain how food and beverage operations are addressing requests for healthier food options, sustainable foods, and food allergy issues.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

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CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

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#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

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Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

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#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

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Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

#### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.



Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

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RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

*Connecting Anchor/Standard:*

- Pennsylvania Core Standards for Mathematics Standard 2.0

*Supporting Anchor/Standards:*

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

### **Instructional Activities:**

#### **Knowledge:**

- Complete reading assignment
- Complete assigned worksheets and/or workbook pages
- Complete industry research project as assigned and make oral report on findings

#### **Skill:**

- Participate in lecture and respond to questions
- Complete learning packet with pre-test and vocabulary in preparation for post-test
- Submit hourly time sheets each week as evidence of internship experience.

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- Re-teach major concepts
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- Model learning of concepts for others
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- Independent study for DECA competition
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**Assessment:**

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Hyperlinks:

**Course:** Hotel, Resort and Tourism Management  
Monroe Career & Technical Institute

**Unit Name:** L421000 - MANAGING BANQUETS AND  
CATERED EVENTS



**Unit Number:** L421000

**Dates:** Spring 2016 **Hours:** 24.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will know and be able to explain the duties and responsibilities of management in each step of the banquet process, including common industry documents used to facilitate these catered events.

**Tasks:**

- L421001 - Outline the types of positions available to event planners, and describe the benefits of banquets and catered events for food and beverage operations.
- L421002 - Explain how banquets and catered events are booked and planned, and describe function books, contracts or letters of agreement, and function sheets.
- L421003 - Summarize how banquet and catering operations prepare to provide service to clients during an event, from setting up function rooms to scheduling staff members, and preparing, plating, and storing food.
- L421004 - List challenges that managers and staff members face during banquets, and list examples of protocol issues.
- L421005 - Describe the types of controls that banquet managers must practice, and explain how guest comments can be collected and used.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

##### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

##### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

##### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### **Instructional Activities:**

#### **Knowledge:**

- Complete reading assignment
- Complete assigned worksheets and/or workbook pages
- Complete industry research project as assigned and make oral report on findings

#### **Skill:**

- Participate in lecture and respond to questions
- Complete learning packet with pre-test and vocabulary in preparation for post-test
- Submit hourly time sheets each week as evidence of internship experience.

#### **Remediation:**

- Re-teach major concepts
- Review with teacher assistance
- Worksheets
- Individual tutoring
- Group tutoring
- Peer tutoring
- Review games
- Create a chart
- Technology integration
- Computer assisted instruction
- Checklists

#### **Enrichment:**

- Model learning of concepts for others
- Teach concepts to peers
- Independent study for DECA competition
- DECA leadership related activities

### **Safety:**

Student must:

- Demonstrate and maintain a safe working environment and commit to safety practices when working with others both within the classroom and during the internship experience
- Demonstrate safety procedure with all tools and devices used in the lesson
- Handle material in a safe and workmanlike manner
- Use hand tools in a safe manner
- Follow manufacturer's directions when using any product, tool, equipment, etc.
- Use proper safety precautions when using /operating hand tools.
- Use tools and equipment in a professional work-like manner according to OSHA standards
- Know and follow the established safety rules at all times

**Assessment:**

Demonstration through daily behavior  
Participation in DECA activities  
Worksheets  
Quizzes  
Pre/Post Tests  
Log/Journal  
Daily Attendance and Grade  
Writing Activities  
Video/DVD/Media Worksheets  
Rubrics  
Check Lists

Role-play Activities  
Oral Presentation  
Diagrams  
Individual Projects  
Group Projects  
Research Papers  
Current Events  
Any content related assessment  
Portfolio  
Internship mentor assessment  
Certification Tests

**Resources/Equipment:**

m.e. (Marketing Essentials): Student Textbook. (Farese) (2012) Glencoe/McGraw-Hill Education, New York, NY. ISBN: 9780078953125

m.e. (Marketing Essentials): Student Activity Workbook. (Farese) (2012) Glencoe/McGraw-Hill Education, New York, NY. ISBN 9780078953149

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[www.glencoe.com/ose/](http://www.glencoe.com/ose/) limited availability to online version of previous edition – Marketing Essentials text

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Hospitality Services, 2nd ed: Student Workbook. (Reynolds) 2010) Goodheart-Willcox Publishing, Tinley Park, IL. ISBN: 9781605251813.

[www.DECA.org](http://www.DECA.org)

[www.PADECA.org](http://www.PADECA.org)

[www.school.cengage.com/marketing/marketing](http://www.school.cengage.com/marketing/marketing) - click Connect to DECA

DECA test banks in classroom - print and electronic versions

Trade magazines through [www.marketing.glencoe.com](http://www.marketing.glencoe.com) – DECA/ contest name/trade association links

NOCTI Prep: NOCTI Study Guide

DECA test banks and practice role plays

Mark-Ed (MBA Research and Curriculum Center) resource LAP files in class for National Marketing Education Curriculum

[www.mark-ed.org/resources/DECA/DECAcompetencies](http://www.mark-ed.org/resources/DECA/DECAcompetencies)

Vocabulary, key concept study packets and final exam from prior edition of Marketing Essentials (Farese) (Glencoe)

[www.pmvb.org](http://www.pmvb.org)

Enculturation and marketing resources of Pocono Mountain Visitor's Bureau

Web access to current travel, lodging and tourism related sites:

[www.4Hoteliers.com](http://www.4Hoteliers.com)

[www.aaa.com](http://www.aaa.com); AAA Guides, maps and tourism brochures

[www.800poconos.com](http://www.800poconos.com)

[www.pmvb.com](http://www.pmvb.com)

[www.travelocity.com](http://www.travelocity.com)

[www.TripAdvisor.com](http://www.TripAdvisor.com)

AHLA Video Library in classroom

Web access to information on advanced learning in the industry (college, trade, etc.)

[www.jwu.edu](http://www.jwu.edu)

Other post-secondary websites

Web access to industry certification information:

<https://www.ahlei.org/Programs/High-School/>

LEVELS 3 & 4:

American Hotel & Lodging Association - AHLA-Educational Institute (2012). Textbook: Hospitality & Tourism Management Program - Year 1 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)) ISBN: 9780133141825.

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American Hotel & Lodging Association - AHLA-Educational Institute (2013). Media Package: Hospitality & Tourism Management Program - Year 2 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)). ISBN: 9780133458664

Hyperlinks:



**Course:** Hotel, Resort and Tourism Management  
Monroe Career & Technical Institute

**Unit Name:** L421100 - HUMAN RESOURCES

**Unit Number:** L421100

**Dates:** Spring 2016 **Hours:** 24.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will know and be able to identify common activities involved in the job search process, including key employment regulations impacting on activities of the human resource manager in the hospitality and tourism industries.

**Tasks:**

- L421101 - Identify the basic rules of preparing for a job search, in preparing for interviews, assess the strengths and weaknesses of different types of interview approaches, and differentiate between closed-ended and open-ended questions.
- L421102 - Identify the employment laws that impact the hospitality and tourism industry and the role of human resources managers in applying these laws.
- L421103 - Distinguish between direct and indirect compensation, and identify factors that influence pay.
- L421104 - Explain the concept of corporate social responsibility, and describe examples of how hospitality and tourism companies are including corporate social responsibility initiatives in their organizations.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

##### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

##### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

##### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

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RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### **Instructional Activities:**

#### **Knowledge:**

- Complete reading assignment
- Complete assigned worksheets and/or workbook pages
- Complete industry research project as assigned and make oral report on findings

#### **Skill:**

- Participate in lecture and respond to questions
- Complete learning packet with pre-test and vocabulary in preparation for post-test
- Submit hourly time sheets each week as evidence of internship experience.

#### **Remediation:**

- Re-teach major concepts
- Review with teacher assistance
- Worksheets
- Individual tutoring
- Group tutoring
- Peer tutoring
- Review games
- Create a chart
- Technology integration
- Computer assisted instruction
- Checklists

#### **Enrichment:**

- Model learning of concepts for others
- Teach concepts to peers
- Independent study for DECA competition
- DECA leadership related activities

### **Safety:**

- Student must:
  - Demonstrate and maintain a safe working environment and commit to safety practices when working with others both within the classroom and during the internship experience
  - Demonstrate safety procedure with all tools and devices used in the lesson
  - Handle material in a safe and workmanlike manner
  - Use hand tools in a safe manner
  - Follow manufacturer's directions when using any product, tool, equipment, etc.
  - Use proper safety precautions when using /operating hand tools.
  - Use tools and equipment in a professional work-like manner according to OSHA standards
  - Know and follow the established safety rules at all times

**Assessment:**

Demonstration through daily behavior  
Participation in DECA activities  
Worksheets  
Quizzes  
Pre/Post Tests  
Log/Journal  
Daily Attendance and Grade  
Writing Activities  
Video/DVD/Media Worksheets  
Rubrics  
Check Lists

Role-play Activities  
Oral Presentation  
Diagrams  
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Group Projects  
Research Papers  
Current Events  
Any content related assessment  
Portfolio  
Internship mentor assessment  
Certification Tests

**Resources/Equipment:**

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[www.DECA.org](http://www.DECA.org)

[www.PADECA.org](http://www.PADECA.org)

[www.school.cengage.com/marketing/marketing](http://www.school.cengage.com/marketing/marketing) - click Connect to DECA

DECA test banks in classroom - print and electronic versions

Trade magazines through [www.marketing.glencoe.com](http://www.marketing.glencoe.com) – DECA/ contest name/trade association links

NOCTI Prep: NOCTI Study Guide

DECA test banks and practice role plays

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Web access to current travel, lodging and tourism related sites:

[www.4Hoteliers.com](http://www.4Hoteliers.com)

[www.aaa.com](http://www.aaa.com); AAA Guides, maps and tourism brochures

[www.800poconos.com](http://www.800poconos.com)

[www.pmvb.com](http://www.pmvb.com)

[www.travelocity.com](http://www.travelocity.com)

[www.TripAdvisor.com](http://www.TripAdvisor.com)

AHLA Video Library in classroom

Web access to information on advanced learning in the industry (college, trade, etc.)

[www.jwu.edu](http://www.jwu.edu)

Other post-secondary websites

Web access to industry certification information:

<https://www.ahlei.org/Programs/High-School/>

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American Hotel & Lodging Association - AHLA-Educational Institute (2013). Media Package: Hospitality & Tourism Management Program - Year 2 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: [Pearsonschool.com](http://Pearsonschool.com)). ISBN: 9780133458664

Hyperlinks:

**Course:** Hotel, Resort and Tourism Management  
Monroe Career & Technical Institute

**Unit Name:** L421200 - MANAGING OPERATIONAL  
FINANCE

**Unit Number:** L421200

**Dates:** Spring 2016 **Hours:** 18.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will know and be able to identify key financial metrics used to manage profitability in the hospitality and tourism industry.

**Tasks:**

- L421201 - Discuss how revenue centers and cost centers are managed to ensure a property's profitability.
- L421202 - Identify the components of income statements and balance sheets and distinguish how to effectively apply operations and capital budgets.
- L421203 - Explain the purpose of revenue management in the hospitality and tourism industry.
- L421204 - Use productivity standards and staffing guides to manage labor costs.
- L421205 - Identify the tax responsibilities a hospitality and tourism leader must manage.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

##### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

##### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

##### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

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Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

#### RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

#### *Connecting Anchor/Standard:*

- Pennsylvania Core Standards for Mathematics Standard 2.0

#### *Supporting Anchor/Standards:*

##### NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

#### **Instructional Activities:**

##### **Knowledge:**

Complete reading assignment  
Complete assigned worksheets and/or workbook pages  
Complete industry research project as assigned and make oral report on findings

##### **Skill:**

Participate in lecture and respond to questions  
Complete learning packet with pre-test and vocabulary in preparation for post-test  
Submit hourly time sheets each week as evidence of internship experience.

##### **Remediation:**

Re-teach major concepts  
Review with teacher assistance  
Worksheets  
Individual tutoring  
Group tutoring  
Peer tutoring  
Review games  
Create a chart  
Technology integration  
Computer assisted instruction  
Checklists

##### **Enrichment:**

Model learning of concepts for others  
Teach concepts to peers  
Independent study for DECA competition  
DECA leadership related activities



**Safety:**

Student must:

- Demonstrate and maintain a safe working environment and commit to safety practices when working with others both within the classroom and during the internship experience
- Demonstrate safety procedure with all tools and devices used in the lesson
- Handle material in a safe and workmanlike manner
- Use hand tools in a safe manner
- Follow manufacturer's directions when using any product, tool, equipment, etc.
- Use proper safety precautions when using /operating hand tools.
- Use tools and equipment in a professional work-like manner according to OSHA standards
- Know and follow the established safety rules at all times

**Assessment:**

- |                                      |                                |
|--------------------------------------|--------------------------------|
| Demonstration through daily behavior | Role-play Activities           |
| Participation in DECA activities     | Oral Presentation              |
| Worksheets                           | Diagrams                       |
| Quizzes                              | Individual Projects            |
| Pre/Post Tests                       | Group Projects                 |
| Log/Journal                          | Research Papers                |
| Daily Attendance and Grade           | Current Events                 |
| Writing Activities                   | Any content related assessment |
| Video/DVD/Media Worksheets           | Portfolio                      |
| Rubrics                              | Internship mentor assessment   |
| Check Lists                          | Certification Tests            |

**Resources/Equipment:**

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NOCTI Prep: NOCTI Study Guide

DECA test banks and practice role plays

**Course:** Hotel, Resort and Tourism Management  
Monroe Career & Technical Institute

**Unit Name:** L421300 - MANAGING MARKETING

**Unit Number:** L421300

**Dates:** Spring 2016 **Hours:** 12.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will know and be able to identify key marketing functions as applied and managed in the hospitality and tourism industries.

**Tasks:**

- 421301 - Describe the organization of marketing departments, and explain management's role in marketing.
- 421302 - Summarize the marketing mix: the four Ps, the four Cs, and steps of a marketing plan.
- 421303 - Describe the channels of distribution within the hospitality and tourism industry.
- 421304 - Explain how to prepare a marketing budget.
- 421305 - Identify trends that affect marketing in the hospitality and tourism industry.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

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#### *Supporting Anchor/Standards:*

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Know and follow the established safety rules at all times

**Assessment:**

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Participation in DECA activities

Worksheets

Quizzes

Pre/Post Tests

Log/Journal

Daily Attendance and Grade

Writing Activities

Video/DVD/Media Worksheets

Rubrics

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Any content related assessment

Portfolio

Internship mentor assessment

Certification Tests

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Web access to current travel, lodging and tourism related sites:

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[www.aaa.com](http://www.aaa.com); AAA Guides, maps and tourism brochures

[www.800poconos.com](http://www.800poconos.com)

[www.pmvb.com](http://www.pmvb.com)

[www.travelocity.com](http://www.travelocity.com)

[www.TripAdvisor.com](http://www.TripAdvisor.com)

AHLA Video Library in classroom

Web access to information on advanced learning in the industry (college, trade, etc.)

[www.jwu.edu](http://www.jwu.edu)

Other post-secondary websites

Web access to industry certification information:

<https://www.ahlei.org/Programs/High-School/>

LEVELS 3 & 4:

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Hyperlinks:

**Course:** Hotel, Resort and Tourism Management  
Monroe Career & Technical Institute

**Unit Name:** L421400 - MANAGING SALES

**Unit Number:** L421400

**Dates:** Spring 2016 **Hours:** 24.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will know and be able to identify the role of coordinating sales activities in hospitality and tourism to reach the target markets.

**Tasks:**

L421401 - Identify the tools for selling and the methods used to develop and manage an effective sales team.

L421402 - List the tools and processes used to sell to global audiences.

L421403 - Outline the needs of special market segments and the sales strategies used to reach those segments.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

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[www.aaa.com](http://www.aaa.com); AAA Guides, maps and tourism brochures

[www.800poconos.com](http://www.800poconos.com)

[www.pmvb.com](http://www.pmvb.com)

[www.travelocity.com](http://www.travelocity.com)

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## Other post-secondary websites

Web access to industry certification information:

<https://www.ahlei.org/Programs/High-School/>

### LEVELS 3 & 4:

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American Hotel & Lodging Association - AHLA-Educational Institute (2013). Media Package: Hospitality & Tourism Management Program - Year 2 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLA-Educational Institute (distributed by: Pearsonschoool.com). ISBN: 9780133458664

Hyperlinks:

**Course:** Hotel, Resort and Tourism Management  
Monroe Career & Technical Institute

**Unit Name:** L421500 - SAFETY

**Unit Number:** L421500

**Dates:** Spring 2016 **Hours:** 12.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will know and be able to identify safe practices as a means of risk management in the hospitality and tourism industries.

**Tasks:**

- 421501 - Define risk management and the risk management process, including workplace safety in the hospitality and tourism industry.
- 421502 - Explain the benefits of a workplace safety committee, its goals, and its communication processes.
- 421503 - Identify ways to follow OSHA requirements.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

#### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

#### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

#### RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

## RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### **Instructional Activities:**

#### **Knowledge:**

- Complete reading assignment
- Complete assigned worksheets and/or workbook pages
- Complete industry research project as assigned and make oral report on findings

#### **Skill:**

- Participate in lecture and respond to questions
- Complete learning packet with pre-test and vocabulary in preparation for post-test
- Submit hourly time sheets each week as evidence of internship experience.

#### **Remediation:**

- Re-teach major concepts
- Review with teacher assistance
- Worksheets
- Individual tutoring
- Group tutoring
- Peer tutoring
- Review games
- Create a chart
- Technology integration
- Computer assisted instruction
- Checklists

#### **Enrichment:**

- Model learning of concepts for others
- Teach concepts to peers
- Independent study for DECA competition
- DECA leadership related activities

### **Safety:**

- Student must:
  - Demonstrate and maintain a safe working environment and commit to safety practices when working with others both within the classroom and during the internship experience
  - Demonstrate safety procedure with all tools and devices used in the lesson
  - Handle material in a safe and workmanlike manner
  - Use hand tools in a safe manner
  - Follow manufacturer's directions when using any product, tool, equipment, etc.
  - Use proper safety precautions when using /operating hand tools.
  - Use tools and equipment in a professional work-like manner according to OSHA standards
  - Know and follow the established safety rules at all times

### **Assessment:**

- |                                      |                                |
|--------------------------------------|--------------------------------|
| Demonstration through daily behavior | Role-play Activities           |
| Participation in DECA activities     | Oral Presentation              |
| Worksheets                           | Diagrams                       |
| Quizzes                              | Individual Projects            |
| Pre/Post Tests                       | Group Projects                 |
| Log/Journal                          | Research Papers                |
| Daily Attendance and Grade           | Current Events                 |
| Writing Activities                   | Any content related assessment |
| Video/DVD/Media Worksheets           | Portfolio                      |
| Rubrics                              | Internship mentor assessment   |
| Check Lists                          | Certification Tests            |

**Resources/Equipment:**

m.e. (Marketing Essentials): Student Textbook. (Farese) (2012) Glencoe/McGraw-Hill Education, New York, NY. ISBN: 9780078953125

m.e. (Marketing Essentials): Student Activity Workbook. (Farese) (2012) Glencoe/McGraw-Hill Education, New York, NY. ISBN 9780078953149

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[www.glencoe.com/ose/](http://www.glencoe.com/ose/) limited availability to online version of previous edition – Marketing Essentials text

Hospitality Services, 2nd ed: Student Textbook. (Reynolds) 2010) Goodheart-Willcox Publishing, Tinley Park, IL. ISBN: 9781605251806.

Hospitality Services, 2nd ed: Student Workbook. (Reynolds) 2010) Goodheart-Willcox Publishing, Tinley Park, IL. ISBN: 9781605251813.

[www.DECA.org](http://www.DECA.org)

[www.PADECA.org](http://www.PADECA.org)

[www.school.cengage.com/marketing/marketing](http://www.school.cengage.com/marketing/marketing) - click Connect to DECA

DECA test banks in classroom - print and electronic versions

Trade magazines through [www.marketing.glencoe.com](http://www.marketing.glencoe.com) – DECA/ contest name/trade association links

NOCTI Prep: NOCTI Study Guide

DECA test banks and practice role plays

Mark-Ed (MBA Research and Curriculum Center) resource LAP files in class for National Marketing Education Curriculum

[www.mark-ed.org/resources/DECA/DECAcompetencies](http://www.mark-ed.org/resources/DECA/DECAcompetencies)

Vocabulary, key concept study packets and final exam from prior edition of Marketing Essentials (Farese) (Glencoe)

[www.pmvb.org](http://www.pmvb.org)

Enculturation and marketing resources of Pocono Mountain Visitor's Bureau

Web access to current travel, lodging and tourism related sites:

[www.4Hoteliers.com](http://www.4Hoteliers.com)

[www.aaa.com](http://www.aaa.com); AAA Guides, maps and tourism brochures

[www.800poconos.com](http://www.800poconos.com)

[www.pmvb.com](http://www.pmvb.com)

[www.travelocity.com](http://www.travelocity.com)

[www.TripAdvisor.com](http://www.TripAdvisor.com)

AHLA Video Library in classroom

Web access to information on advanced learning in the industry (college, trade, etc.)

[www.jwu.edu](http://www.jwu.edu)

Other post-secondary websites

Web access to industry certification information:

<https://www.ahlei.org/Programs/High-School/>

LEVELS 3 & 4:

American Hotel & Lodging Association - AHLEI-Educational Institute (2012). Textbook: Hospitality & Tourism Management Program - Year 1 (1ST ed.). Lansing, MI: American Hotel & Lodging Association - AHLEI-Educational Institute (distributed by: [PearsonSchool.com](http://PearsonSchool.com)) ISBN: 9780133141825.

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Hyperlinks:



**Course:** Hotel, Resort and Tourism Management  
Monroe Career & Technical Institute

**Unit Name:** L421600 - MANAGING SECURITY

**Unit Number:** L421600

**Dates:** Spring 2016 **Hours:** 12.00

*Last Edited By:* Michelle Bonser (05-11-2016)

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**Unit Description/Objectives:**

Student will know and be able to identify key methods using in the hospitality and tourism industry to safeguard company and guest property.

**Tasks:**

L421601 - Describe how security should be used as a management tool.

L421602 - Explain how surveillance, safe deposit boxes, and access control measures are used to protect guests and assets.

L421603 - Summarize the nature of employee security issues, and identify the role of human resources in dealing with them.

L421604 - Identify what should be considered in an emergency preparedness plan, and detail the role of the media relations spokesperson.

**Standards / Assessment Anchors**

*Focus Anchor/Standard #1:*

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

*Supporting Anchor/Standards:*

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

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CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

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Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

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Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

#### *Focus Anchor/Standard #2:*

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

#### *Supporting Anchor/Standards:*

##### TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

##### PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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##### RESEARCH GRADES 9-10-11-12

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### **Instructional Activities:**

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- Complete reading assignment
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#### **Skill:**

- Participate in lecture and respond to questions
- Complete learning packet with pre-test and vocabulary in preparation for post-test
- Submit hourly time sheets each week as evidence of internship experience.

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- Re-teach major concepts
- Review with teacher assistance
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- Computer assisted instruction
- Checklists

#### **Enrichment:**

- Model learning of concepts for others
- Teach concepts to peers
- Independent study for DECA competition
- DECA leadership related activities

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- Student must:
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- Use tools and equipment in a professional work-like manner according to OSHA standards
- Know and follow the established safety rules at all times

### **Assessment:**

- |                                      |                            |                                |
|--------------------------------------|----------------------------|--------------------------------|
| Demonstration through daily behavior | Writing Activities         | Group Projects                 |
| Participation in DECA activities     | Video/DVD/Media Worksheets | Research Papers                |
| Worksheets                           | Rubrics                    | Current Events                 |
| Quizzes                              | Check Lists                | Any content related assessment |
| Pre/Post Tests                       | Role-play Activities       | Portfolio                      |
| Log/Journal                          | Oral Presentation          | Internship mentor assessment   |
| Daily Attendance and Grade           | Diagrams                   | Certification Tests            |
|                                      | Individual Projects        |                                |

**Resources/Equipment:**

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[www.DECA.org](http://www.DECA.org)

[www.PADECA.org](http://www.PADECA.org)

[www.school.cengage.com/marketing/marketing](http://www.school.cengage.com/marketing/marketing) - click Connect to DECA

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NOCTI Prep: NOCTI Study Guide

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[www.aaa.com](http://www.aaa.com); AAA Guides, maps and tourism brochures

[www.800poconos.com](http://www.800poconos.com)

[www.pmvb.com](http://www.pmvb.com)

[www.travelocity.com](http://www.travelocity.com)

[www.TripAdvisor.com](http://www.TripAdvisor.com)

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Hyperlinks: