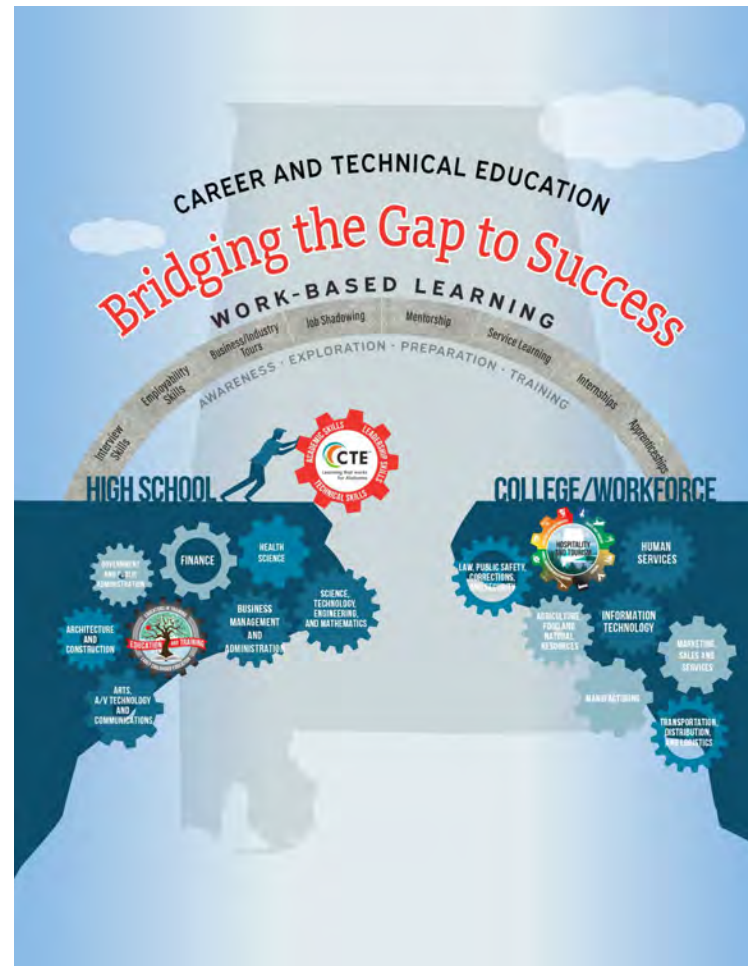


Alabama Course of Study Career and Technical Education



2022

Eric G. Mackey, State Superintendent of Education
Alabama State Department of Education



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Alabama Course of Study: Career and Technical Education
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Alabama Course of Study Hospitality and Tourism



Eric G. Mackey
State Superintendent of Education

**STATE SUPERINTENDENT OF EDUCATION'S
MESSAGE**

Dear Alabama Educator:

The *2022 Alabama Course of Study: Career and Technical Education, Hospitality and Tourism* presents standards designed to prepare students for the career and technical demands of the future, both in the workplace and in the postsecondary education setting.

This document contains a set of challenging standards designed to promote students' engagement and career interests in Hospitality and Tourism fields. I encourage each system to use the document in developing local curriculum guides that determine how local school students will achieve and even exceed these standards.

The *2022 Alabama Course of Study: Career and Technical Education, Hospitality and Tourism* was developed by educators and business and community leaders to provide a foundation for building quality Hospitality and Tourism programs across the state. Implementing the content of this document through appropriate instruction will promote students' exploration and enhance preparation for further study and careers in a variety of Hospitality and Tourism fields.

Eric G. Mackey
State Superintendent of Education

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Alabama Course of Study Hospitality and Tourism

PREFACE

The 2022 *Alabama Course of Study: Career and Technical Education, Hospitality and Tourism* provides the framework for Grades 9-12 Hospitality and Tourism programs in Alabama’s public schools. Content standards in this document are minimum and required (*Code of Alabama, 1975, §16-35-4*). They are fundamental and specific, but not exhaustive. Hospitality and Tourism courses are organized by pathways, which are aligned with national standards. When developing local curriculum, school systems may include additional content standards to reflect local needs and philosophies. Systems are encouraged to add implementation guidelines, resources, and activities based upon the content standards in the Hospitality and Tourism course of study.

The 2022 Alabama Career and Technical Education Course of Study Committee and Task Force conducted extensive research during the development of the Hospitality and Tourism course of study, analyzing career and technical education standards and curricula from other states, previous versions of Alabama’s career and technical education courses of study, and national standards. The Committee and Task Force also reviewed information from professional journals and Internet sites, listened to and read comments from interested individuals and industry groups throughout the state, considered suggestions from independent reviewers, sought input from advisory councils, and thoroughly discussed each issue and standard among themselves. The Committee and Task Force reached consensus and developed what members believe to be the best Hospitality and Tourism course of study for students in Alabama’s public schools.

Alabama Course of Study Hospitality and Tourism ACKNOWLEDGMENTS

This document was developed by the Hospitality and Tourism Committee and Task Force of the 2022 Alabama Career and Technical Education Course of Study Committee and Task Force, composed of high school and college educators appointed by the Alabama State Board of Education and business and professional persons appointed by the Governor (*Code of Alabama*, 1975, §16-35-1). The Committee and Task Force began its work in February of 2022 and submitted the document to the Alabama State Board of Education for adoption at its December meeting.

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Alabama Course of Study Career and Technical Education GENERAL INTRODUCTION

Alabama’s Career and Technical Education programs empower students with the workplace-readiness skills required for success in the twenty-first century. Courses are designed to equip students to become productive, well-prepared citizens who possess the necessary knowledge and skills for postsecondary education and employment. Career and Technical Education provides opportunities for students to combine core academic content with rigorous and relevant technical knowledge and expertise

Alabama’s Career and Technical Education programs promote students’ career awareness through engaging career exploration and development activities. Career and Technical Education programs focus on providing students with knowledge and skills that reinforce attainment of academic core content through hands-on, experiential learning. These programs are organized into the sixteen national career clusters identified by the United States Department of Education, which arrange instruction into groups of similar occupations. Within the sixteen national career clusters, separate course content standards have been developed for more than fifty career programs.

Because of the interconnected nature of Career and Technical Education programs, some courses will be utilized in more than one cluster. Shared courses are not reprinted in each course of study, but instead are indicated in the clusters’ program guides, which are the definitive listings of required courses for each cluster. Program guides can be found on the Alabama State Department of Education website.

The *Alabama Course of Study: Career and Technical Education* is intended for all students in Grades 6-12. LEAs must follow current legislative and administrative codes regarding special populations. Laws, regulations, and resolutions regarding special populations are part of the administrative guidelines of Career and Technical Education.

Alabama’s Career and Technical Education programs are designed to keep abreast of the rapid changes in business and industry and to be responsive to current and future workforce demands. Rigor in each course of study is derived from both core academic content and industry-specific knowledge and skills required for students to achieve, maintain, and advance in employment in a particular career pathway. The level of academic and workplace rigor determines the degree to which each Alabama Career and Technical Education program prepares students for high-skill, high-wage, and in-demand careers. For each Career and Technical Education program, industry-recognized credentials of value and certifications have been

established that validate the rigor of the curriculum to students, parents, and members of business and industry. In addition, articulation agreements are developed in partnership with the Alabama Community College System to allow for a seamless transition for students to further their education.

Alabama's growing economy calls for increasing numbers of highly-skilled workers. Alabama's Career and Technical Education programs, through the implementation of each career cluster's course of study, equip students with the employability skills and technical knowledge necessary to meet current and future workforce demands by preparing them for lifelong learning.

Alabama Course of Study Hospitality and Tourism CONCEPTUAL FRAMEWORK



Alabama Course of Study Hospitality and Tourism CONCEPTUAL FRAMEWORK

The conceptual framework on the preceding page represents the constant motion of the hospitality and tourism industry in Alabama, which is a vital component of the economic lifeblood of the state. In 2021 this industry employed over 227,000 people earning almost \$7 billion in salaries, and each year it welcomes over 22 million visitors who contribute more than \$20 billion to the state’s economy. The background image pays homage to the state’s natural beauty, and the pictures on the teeth of the gear symbolize elements of the industries in the four programs of the Hospitality and Tourism cluster, which are indicated by colors around the circumference of the gear.

Red and yellow indicate the Food and Beverage Services pathway. Alabama is known for its award-winning restaurants, legendary barbecue, and fresh seafood as well as impeccable service. Alabama also hosts varied annual food festivals highlighting favorite treats like watermelons, blueberries, peanuts, and shrimp, as well as multicultural events including Lebanese and Greek festivals.

Black and gold represent the Lodging program. Alabama has many resorts, hotels, and campgrounds across the state which allow visitors to connect with four state forests, 21 state parks, bountiful natural beauty, and major sporting events. The state’s hotels and resorts provide a variety of venues for conventions, meetings, and celebrations.

Green and blue indicate the third program, Travel and Tourism. Alabama’s millions of visitors come for many reasons – to hike nature trails, enjoy white sand beaches, catch trophy bass, visit civil rights sites such as the Birmingham Civil Rights District, attend a concert or musical theater production, or go boating on the beautiful Gulf Coast or a scenic river trail more than 5,300 miles long (the country’s longest). Alabama’s Southern hospitality welcomes visitors to every corner of the state.

The Sports, Recreation, and Attractions program is signified with brown and green. People come to Alabama to visit unique attractions throughout the state, including the U.S. Space and Rocket Center in Huntsville, the USS Alabama Battleship Memorial Park in Mobile, or the Alabama Mural

Trail which stretches from Huntsville to Mobile; to play golf on one of many Robert Trent Jones courses; to experience the adrenaline rush of Talladega Speedway; or to enjoy college football or professional baseball.

As people continue to seek ways to learn, relax, and rejuvenate, hospitality and tourism will continue to be a driving force in Alabama's economy and its residents' quality of life. The hospitality industry will continue to attract millions of tourists and generate billions of dollars annually for the state.

POSITION STATEMENTS

Hospitality and Tourism

The Hospitality and Tourism program of Career and Technical Education focuses on preparing students for employment in planning, managing, and carrying out the essential functions of the many-faceted hospitality industry. Certain fundamental understandings which support the Hospitality and Tourism program must be embraced by schools and school districts in order to provide students with the best possible experiences in the classroom and in the field. These position statements summarize the requirements for an effective Hospitality and Tourism program.

Classroom and Laboratory Environment

The effective Hospitality and Tourism classroom should be a safe space fully equipped with current and emerging technologies, supplies, and materials needed for instruction, where students can increase their skills. As in other programs in Career and Technical Education, Hospitality and Tourism instruction cannot be confined within the four walls of a traditional classroom. Students and teachers should have access to laboratory environments on campus and in the community where students can experience practical, real-world circumstances in the hospitality and tourism field. School-based laboratory experiences are essential for students to develop skills in the hospitality and tourism industry. Classrooms and laboratories in the cluster must be fully equipped according to the CTE program equipment list.

Technology, Equipment, and Facilities

Classroom technology must be readily available, efficiently maintained, and routinely upgraded according to a regular schedule. Students and teachers utilize equipment to conduct a variety of classroom instruction and learning activities. Using up-to-date technology enhances the learning environment and prepares students for future career opportunities. In addition, students should have ready access to other classroom supplies and materials (such as textbooks, reference materials, and software) in classroom libraries, research areas, laboratories, and materials centers to support instruction and credentialing. Sufficient funds must be allocated to provide and maintain the equipment and materials necessary for a superior career and technical education program.

Safety

The safety of students and instructors is a prime consideration in every learning environment. Creating and implementing a written safety plan is an essential part of designing, carrying out, and evaluating each Career and Technical Education program. An effective plan may include federal, state, local, school, and program guidelines. Students are required to pass safety tests with one hundred percent accuracy. Care must be taken to ensure that students are in safe environments both on and off campus. Safety includes not only physical and emotional well-being but also digital and online security.

Professional Development

Because both technology and instructional methods continue to evolve, it is essential for teachers to participate in professional development and technical training opportunities to stay abreast of innovations in their content area and the workplaces in which their students will be employed. Teachers who continually expand their pedagogical knowledge and skills are able to adjust the learning environment to reflect current and emerging trends in teaching methods and to address their students' varied learning styles. Regular program assessment by students, administrators, business and industry personnel, and the educators themselves guides professional development, which in turn enhances the instructional program.

Administrative Support

Full support from district and local administrators is essential for providing the necessary components of a Hospitality and Tourism program. Administrators should recruit highly qualified teachers with appropriate credentials and should secure funding for professional development activities and industry certification for those teachers. Administrators must also provide time for professional development and for planning for the integration of academic content areas into the Hospitality and Tourism cluster. In addition, administrators should actively promote the Hospitality and Tourism program within the school and in the community.

Instructional Model

The Hospitality and Tourism course of study is designed to address the challenges of a changing, technological, diverse, and global society in which students must apply knowledge, skills, and ideas to solve problems and make decisions. The Hospitality and Tourism curriculum designed by each local education agency should be project-based, process-oriented, and work-based so that students can develop their abilities to collaborate, analyze, communicate, manage, and lead.

The content standards contained in this document require students to use innovative, critical-thinking skills. Teachers should utilize the course of study to identify the issue or concern addressed in a specific content standard and then use the local curriculum guide to plan appropriate learning experiences, taking into account the differences among standards, curriculum, and resources. The Hospitality and Tourism content standards delineate what students are expected to know or be able to do at the end of each course. A curriculum is a sequence of tasks, activities, and assessments that teachers enact to support students in learning the standards while drawing on a textbook or other resources when appropriate.

Academic core content should be integrated into the Hospitality and Tourism program. To achieve the solution to a given problem, students must possess adequate foundations in reading, writing, speaking, listening, viewing, and presenting; knowledge and skills in mathematics, science, and social studies; and knowledge of current and emerging technologies.

The Hospitality and Tourism program should also integrate workplace demands and employability skills, incorporating various instructional strategies to accommodate students' learning styles and interests. A variety of assessments should be used to evaluate individual students' interests, aptitudes, and abilities.

When individual needs have been determined for students in special populations, a support service program should be planned cooperatively by Hospitality and Tourism instructors and other appropriate personnel, because Individual Education Programs are most effective when developed in conjunction with students' career and technical education instructors. Courses and equipment may be tailored to ensure equal access to the full range of learning experiences and skill development in the Hospitality and Tourism program.

Career and Technical Student Organizations (CTSOs)

Nationally affiliated Career and Technical Student Organizations such as Family, Career and Community Leaders of America (FCCLA) are an integral part of classroom instruction in each Career and Technical Education program. The importance of CTSOs is indicated by their inclusion in the foundational standards to be taught in every Hospitality and Tourism course. FCCLA makes a positive difference in the lives of students by developing their potential for leadership, personal growth, and career success through family and consumer sciences education. The purpose of these organizations is to help students develop an understanding of all aspects of industry and technology while learning teamwork and leadership skills.

Goals of FCCLA are:

- to provide opportunities for personal development and preparation for adult life;
- to strengthen the function of the family as a basic unit of society;
- to encourage democracy through cooperative action in the home and community;
- to encourage individual and group involvement in helping achieve global cooperation and harmony;

- to promote greater understanding between youth and adults;
- to provide opportunities for making decisions and for assuming responsibilities;
- to prepare for the multiple roles of men and women in today's society; and
- to promote family and consumer sciences and related occupations.

Business-Industry-School Relationships

The very nature of Hospitality and Tourism requires a close relationship between the school and the business community. Some aspects of this relationship are specified by state and federal laws and regulations, while others are determined by the desires, interests, and willingness of school personnel and business leaders in the local community. The relationship between schools and businesses can be immensely beneficial to all parties involved.

Student Work Experience

As students begin to plan careers, they must have opportunities to visit, tour, and work at local industries and businesses. Real-world experiences such as cooperative education, internships, apprenticeships, and job shadowing contribute to the work-based, service-based, and project-based learning that enhances classroom instruction. An additional benefit comes from continuous feedback from students and supervisors, who evaluate the program to facilitate changes that satisfy industry needs.

Advisory Councils and Partnerships

In accordance with Alabama State Department of Education guidelines, each Career and Technical Education program has an advisory council made up of representatives of the local business community that provides professional, real-world input regarding equipment needs, curriculum emphases, technical updates, and problem-solving. This link to business and industry may also provide external support by supplying equipment, resource materials, or qualified speakers. Community partners may provide program sponsors, judges for student career development events, financial support, scholarships, field trip sites, and other program needs.

Community Involvement and Service

There are many ways for Hospitality and Tourism students and teachers to become involved with community service projects, providing benefits for students and their communities. Local organizations such as civic clubs, professional educational groups, youth organizations, and community adult education programs are valuable resources for Hospitality and Tourism programs. Open houses, tours, and presentations allow families and other interested citizens to become more informed about Hospitality and Tourism and more involved in the education environment.

Postsecondary and Higher Education Cooperation

Postsecondary and higher education articulation is a significant element in a student's career cluster. Secondary and postsecondary instructors must communicate on a regular basis to ensure a smooth transition for students and to ensure students are aware of articulation opportunities. Articulation may occur through program alignment with postsecondary programs, early college enrollment, or dual enrollment programs.

Students benefit in a variety of ways when cooperation exists between secondary and postsecondary institutions. One possibility is the opportunity to earn postsecondary credit in conjunction with work completed while the student is still in secondary school. Postsecondary teachers offer additional benefits by serving as guest speakers, donating equipment, sharing expertise through professional development activities, and addressing other needs appropriate for the school community.

Dual Enrollment for Dual Credit is an enrichment opportunity allowing eligible high school students to earn high school and college credits for courses taken through an Alabama Community College System (ACCS) institution or an Alabama college or university while still enrolled in high school. Articulated credit is awarded when a student enrolls and satisfactorily completes work in a postsecondary institution that has an articulation agreement with that student's participating school.

DIRECTIONS FOR INTERPRETING STANDARDS

The 2022 *Alabama Course of Study: Career and Technical Education, Hospitality and Tourism* is organized around the following elements: foundational standards, topics, and content standards.

Foundational standards are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. Each foundational standard completes the stem “*Students will...*”

Related content standards are grouped under **Topics**. In the example below, the topic is “<<TOPIC>>.” Standards from different topics may be closely related.

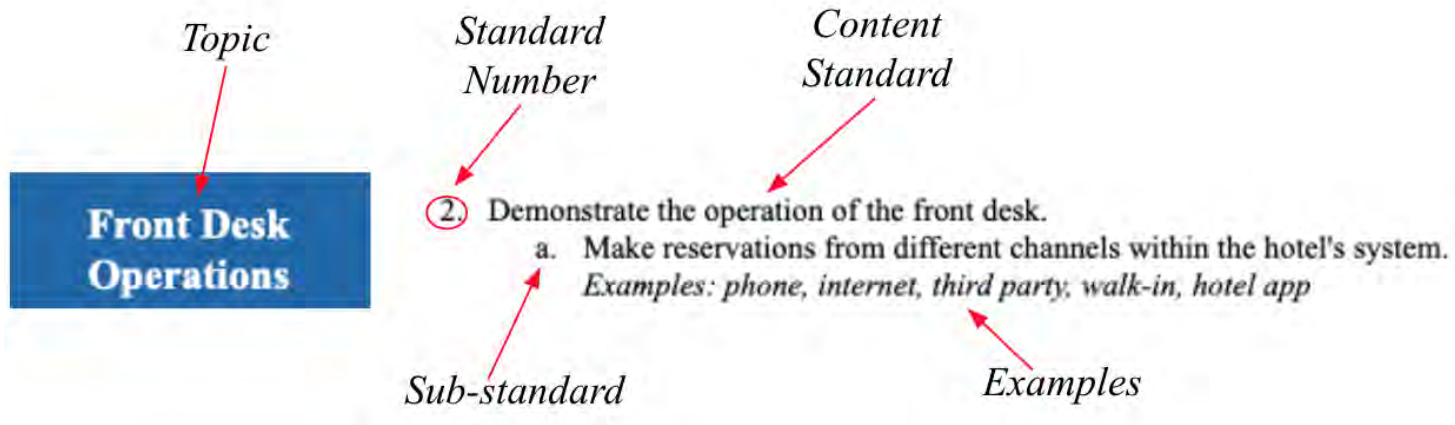
Content Standards contain the minimum required content and define what students should know or be able to do at the conclusion of a course. Each content standard completes the stem “*Students will...*”

Some content standards have **sub-standards**, indicated with a, b, c, d..., which are extensions of the content standards and are also required. Some standards are followed by italicized **examples**, which present options that might prove useful in instruction of the standard. Examples are not intended to be exhaustive lists and are not required to be taught.

When “including” appears in standards, it should be construed as “including but not limited to.” The items listed must be taught; others may also be included in instruction. Local education agencies (LEAs) may add standards to meet local needs and incorporate local resources.

The course of study does not dictate curriculum, teaching methods, or sequence; the order in which standards are listed within a course or grade is not intended to convey the order for instruction. Even though one topic may be listed before another, the first topic does not have to be taught before the second. A teacher may choose to teach the second topic before the first, to teach both at the same time to highlight connections, or to select a different topic that leads to students reaching the standards for both topics. Each local education agency should create its own curriculum and pacing guide based on the Course of Study. The standards in each course are to be used as a minimal framework and should encourage innovation.

Because of the interconnected nature of Career and Technical Education programs, some courses will be utilized in more than one cluster. Shared courses are not repeated in each course of study, but instead are indicated in the clusters' program guides, which are the definitive listings of required courses for each cluster. They can be found on the Alabama State Department of Education website.



CLUSTER OVERVIEW

Hospitality and Tourism

In the Hospitality and Tourism cluster, students choose one of four programs— Food and Beverage Services, Travel and Tourism, Lodging, or Sports, Recreation, and Attractions. The foundational course in every program is Introduction to Hospitality and Tourism. When this prerequisite is completed, students then choose courses leading through specific programs. Content standards identify what knowledge students should have and what skills they should be able to perform at the end of each course.

Hands-on training is especially important in the Hospitality and Tourism cluster. Students must have access to laboratory environments on campus and in the community where they can experience practical, real-world circumstances in the hospitality and tourism field. School-based laboratory experiences in safe, appropriate settings are essential for developing expertise. The knowledge and skills students gain through an active, structured, and stimulating classroom environment are augmented by simulated workplace learning experiences, including on-site visits and work shadowing. Students can be assessed in a meaningful way in these simulated workplace settings.

Students in Hospitality and Tourism affiliate with Family, Career and Community Leaders of America (FCCLA), a career and technical student organization (CTSO). This organization enhances classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and take advantage of opportunities for personal and professional growth. Teachers are encouraged to adapt and make use of appropriate FCCLA STAR Events in teaching courses.

Students in Grades 9-12 possess varying learning styles and levels of maturity. Their backgrounds include diverse family structures and a variety of social and emotional environments. Throughout these grades, students are adjusting to both personal and social changes as they tackle challenging academic requirements and opportunities.

This cluster prepares learners for careers in the hospitality industry, which are available throughout the state. Students develop skills in organization, teamwork, problem solving, creativity, time management, customer service, and communication. Applications of technology, math, and science are also important components of the courses. Rigorous and engaging instruction fosters the essential skills needed for future employment and equips learners with knowledge and skills they will need for college and careers.

Course of study standards represent the minimum required content and are not intended to be the course curriculum. LEAs and local schools should use these standards to create a curriculum that utilizes available resources to meet the specific needs and interests of the local community. All Career and Technical Education courses emphasize the application of knowledge and skills to solve practical problems.

CONTENT STANDARDS

Baking and Pastry Arts

Course Credit	1.0
Grade Levels	10-12
Prerequisites	Culinary Arts I

Baking and Pastry Arts is designed to equip students with the principles and techniques of baking and pastry-making from fundamentals to the latest trends. The course includes baking technologies, equipment, preparation procedures, production methods, pastry methods, science of bread baking, confections and desserts, showpieces, cost control, food safety, and presentation techniques. This course requires a fully-equipped, school-based commercial kitchen with food service and dining areas.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Hospitality and Tourism cluster affiliate with FCCLA.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Investigate various applicable professional organizations within the hospitality and tourism industry.

BAKING AND PASTRY ARTS CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 11

Each content standard completes the stem “*Students will...*”

History, Trends, and Traditions of the Baking and Pastry Industry

1. Research and report information about the history and current trends of the professional baking and pastry industry.
2. Compare and contrast international and regional baking and pastry items and their preparation methods.

Baking and Pastry Basics

3. Describe techniques, methods, protocols, and terms used in baking and pastry arts professional work environments.
4. Research the characteristics and functions of various ingredients and justify their use in preparing baked goods and pastries, including flours, extracts, emulsifiers, sugars, fats, and leaveners.
5. Demonstrate industry-standard scaling and measuring techniques, baking and pastry preparation methods, and safe storage methods when preparing baked goods.
6. Calculate ratios, baker’s percentage, formulas, yields, weights, and measures.

**Products
in
Professional
Baking**

7. Evaluate the quality of baking and pastry products, including plated desserts and displays.
8. Describe and model protocols for adhering to health codes, safety standards, and cottage food laws while preparing food.
Examples: regulations from UDSA, FDA, CDC, county and state health departments
9. Modify recipes to create healthier alternatives.
 - a. Substitute for fats, grains, sweeteners, and other ingredients in a recipe.
 - b. Reduce the amounts of fats, sweeteners, grains, and other ingredients in a recipe.
 - c. Modify recipes to include vegetarian and/or vegan diets.
10. Create lean, rich, and artisan yeast doughs and quick breads.
11. Create cookies, pies, tarts, and laminated doughs.
12. Create cakes, fillings, and icings and decorate cakes.
13. Create egg-based custards, creams, and meringues.
14. Describe processes used to create fundamental products in professional bakeries, including yeast and chemical leavening, emulsions, foaming, lamination, proofing, folding, creaming, and two-stage mixing.

Career Pathway Project in Hospitality and Tourism

Course Credit	1.0
Grade Levels	10-12
Prerequisites	Successful completion of 2 courses in the same program within the Hospitality and Tourism career cluster

Career Pathway Project (CPP) in Hospitality and Tourism is a capstone course which allows students to utilize the knowledge and skills gained through their secondary coursework in a practical, real-world experience that showcases their learning. It provides an opportunity for a student to choose an area of interest and explore it in depth while demonstrating problem-solving, decision-making, and independent learning skills. The CPP contributes to an educational plan of challenging courses and practical experiences that prepares students for the workplace or for pursuing further education.

During this course, the student works with his or her coordinating teacher, academic teachers, and a product or process mentor who has expertise in the student’s field of study. At the conclusion of the Career Pathway Project, the student presents or demonstrates the knowledge gained to an audience consisting of the coordinating teacher, academic teachers, the mentor, peers, and community and business representatives.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace readiness skills, and access opportunities for personal and professional growth. Students in the Hospitality and Tourism cluster affiliate with FCCLA.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Investigate various applicable professional organizations within the hospitality and tourism industry.

**CAREER PATHWAY PROJECT IN HOSPITALITY AND TOURISM
CONTENT STANDARDS**

Please refer to “Directions for Interpreting Standards” on page 11

Each content standard completes the stem “*Students will...*”

Project Proposal

1. Create a formal, narrative proposal that communicates a specific concept, creates a process, or develops a product related to hospitality and tourism.

Example: Create a business plan for a start-up venture in the hospitality and tourism industry.

Research

2. Conduct independent research related to the selected hospitality and tourism project.

Examples: Internet research, related reading

Project Report	3. Write a detailed report on the chosen hospitality and tourism project, following established conventions for format, grammar, and usage.
Presentation	4. Produce an original multimedia presentation based upon career pathway project research and results. <i>Examples: producing a digital presentation and oral explanation, creating a documentary, presenting a project model and explanation</i>
Portfolio	5. Design and create a project portfolio that documents components of the hospitality and tourism pathway project and demonstrates the validity of the process.

CTE Lab in Hospitality and Tourism

Course Credit	1.0
Grade Levels	10-12
Prerequisites	Successful completion of 2 courses in the same program within the Hospitality and Tourism career cluster

CTE Lab in Hospitality and Tourism is designed to enhance the student’s general understanding and mastery of the cluster. This course is designed as a learning laboratory to support students’ individual interests and goals. This laboratory may take place in a traditional classroom, in an industry setting, or in a virtual learning environment.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Hospitality and Tourism cluster affiliate with FCCLA.

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CTE LAB IN HOSPITALITY AND TOURISM CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 11

Each content standard completes the stem “*Students will...*”

Occupational Expertise

1. Demonstrate expertise in a specific occupation within the hospitality and tourism cluster.
 - a. Meet benchmarks selected by the instructor from the appropriate curriculum frameworks, based upon the individual student’s assessed needs.

Research and Presentation

2. Conduct investigative research on a selected topic related to hospitality and tourism using approved research methodology, interpret findings, and prepare a presentation to defend results.
 - a. Select an investigative study based on research and prior knowledge.
 - b. Collect, organize, and analyze data accurately and precisely.
 - c. Design procedures to test the research.
 - d. Report, display, and defend the results of investigations to audiences that may include professionals and technical experts.
3. Demonstrate higher order critical thinking and reasoning skills appropriate for a career in hospitality and tourism.

Examples: Utilize the process of mise en place to organize and set up ingredients for a complex recipe. Manage a negative travel experience for a customer, assessing options and using interpersonal skills.

Leadership

- a. Use mathematical and/or scientific skills to solve problems encountered in the chosen occupation.
 - b. Locate, evaluate, and interpret information related to the chosen occupation in oral, print, and digital formats.
 - c. Analyze and apply data and measurements to solve problems and interpret documents.
-
- 4. Apply enhanced leadership and professional career skills needed in hospitality and tourism careers.
 - a. Develop and deliver a professional presentation offering potential solutions to a current issue.
 - b. Demonstrate leadership and career skills in job placement, job shadowing, entrepreneurship, or internship, or by obtaining an industry-recognized credential of value.
 - c. Participate in leadership development opportunities available through FCCLA and/or professional organizations in the hospitality and tourism field.
 - d. Demonstrate written and oral communication skills through presentations, public speaking, live or virtual interviews, and/or an employment portfolio.

Cuisine and Media Production

Course Credit	1.0
Grade Levels	9-12
Prerequisites	

Cuisine and Media Production is designed to introduce students to the process of marketing food products to meet specific consumer needs and follow emerging trends while utilizing a variety of technologies. Course content provides opportunities for students to explore food industry and media, communication and digital media, food product development, food journalism, food styling, food photography, and career options in this specific food industry. This course must be taught in a fully equipped residential-style or commercial kitchen.

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CUISINE AND MEDIA PRODUCTION CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 11

Each content standard completes the stem “*Students will...*”

Food Industry and Media

1. Research and summarize ways various media cover the food industry.
Examples: news, print, web, social media, industry publications, leisure publications
2. Develop food-related communications appropriate for print, web, radio, or television outlets.

Communication and Digital Media

3. Critique persuasive marketing strategies used by the food industry to influence consumer behavior.
Examples: food consumption habits of children, youth, and adults
4. Research and report on cross-platform marketing strategies used by food industry companies.
5. Identify marketing challenges facing food businesses and determine their underlying causes.
 - a. Explain how digital media can help food businesses to overcome marketing challenges.

Food Product Development

6. Identify and explain current and future trends forecast by the food industry.
7. Investigate new ingredients and technologies used in creating novel or original food products, and predict the effects of these technologies on the marketability of food products.

	<ol style="list-style-type: none"> 8. Create a food product, design its packaging, and develop a marketing and distribution plan. 9. Evaluate the quality of purchased and student-prepared food products, based on taste, texture, aroma, and appearance.
<p style="text-align: center;">Food Journalism</p>	<ol style="list-style-type: none"> 10. Summarize the history and evolution of food journalism. <i>Examples: critic reviews, food blogs, news outlets, social media platforms, video production</i> 11. Justify the position of food journalists who regard food not only as a substance, but also as a cultural phenomenon. 12. Gather and write food-related news content. <ol style="list-style-type: none"> a. Conduct interviews to collect information for use in writing articles about food.
<p style="text-align: center;">Food Styling</p>	<ol style="list-style-type: none"> 13. Describe specialized tools and technology used by food stylists to create appealing displays. 14. Apply principles and elements of design to create a variety of set environments with visually pleasing composition, including props and accessories, for use in food photography. 15. Plan and create artistic food displays, using a variety of food styling and presentation techniques.
<p style="text-align: center;">Food Photography</p>	<ol style="list-style-type: none"> 16. Research and report on various aspects of food photography, including lighting techniques, concept development, working with food, styling a photo shoot, presentation, and editing the presentation. 17. Develop a professional-quality photography setup to create images of food products suitable for publication. 18. Utilize various technologies to edit, layer, and manipulate images to create professional-quality photos of food products.

Culinary Arts I

Course Credit	1.0
Grade Levels	9-12
Prerequisites	Introduction to Hospitality and Tourism

Culinary Arts I introduces students to basic food production, management, and service activities in both the back and front of the house. Emphasis is placed on sanitation, safety, and basic food preparation. Skills in mathematics, science, and communication are reinforced in this course. This course requires a fully-equipped, school-based commercial kitchen with food service and dining areas.

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CULINARY ARTS I CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 11

Each content standard completes the stem “*Students will...*”

Tools and Equipment

1. Outline compliance requirements for sanitation and health standards, including professional appearance and hygiene, use of protective gloves and clothing, correct food handling techniques, and correct use of knives and kitchen equipment.
2. Describe and demonstrate the correct use and maintenance of different types of knives and small equipment, including correct holding and cutting motions for classical knife cuts.
3. Describe equipment and procedures used for packing and transporting food, utensils, and equipment for catering, with emphasis on safety and sanitation.

Foundational Cooking Methods

4. Identify and describe practices, concepts, and equipment related to food preparation and service, using industry terminology.
Examples: terminology regarding food safety and sanitation, food preparation, and service
5. Demonstrate and explain professional cooking techniques for a variety of foods, including dry, moist, and combination heat cooking methods.
Examples: sweet and savory foods, stocks, sauces, soups, salads, vegetables, starches, proteins, baked goods
6. Evaluate the taste, texture, aroma, and appearance of student-prepared foods.

Foodservice Management and Operations

7. Demonstrate planning and organizational skills in a professional foodservice setting.
Examples: mise en place, compiling a shopping list, tasks, costing, portion control, supervision, sanitizing
8. Demonstrate professional food presentation techniques, including plating, portion sizing, garnishing, and packaging.
9. Construct a standardized recipe, including correct formatting, measurements, terminology, As Purchased/Edible Portion (AP/EP) yields, costing and portioning, and nutritional information.
10. Design and set up venues for special occasions and events.
11. Investigate and compare current economic and environmental sustainability factors that impact the foodservice industry.
Examples: current food trends, availability and cost of seasonal foods, regional foods, farm to table
12. Compare and contrast the cost, efficiency, flavor, and appearance of convenience foods and scratch cooking in professional settings.
Examples: cost and labor feasibility of preparing beef stock from scratch vs. purchasing a prepared product
13. Describe procedures used by kitchen professionals to accommodate special diets, food allergies, and intolerances.
14. Create a business plan for a specific type of foodservice establishment.
Examples: restaurant, food stand, cafeteria, mobile food unit, bakery
 - a. Develop a menu appropriate for the selected type of food service establishment.
 - b. Develop standardized recipes and costing for the food service establishment's menu.
 - c. List and justify the necessary equipment and facilities for the food service establishment.
 - d. Determine staffing needs and job titles for the food service establishment.
 - e. Develop a brand package including name, logo, and aesthetics for the food service establishment.

Culinary Arts II

Course Credit	1.0
Grade Levels	10-12
Prerequisites	Culinary Arts I

Culinary Arts II builds on concepts presented in Culinary Arts I to provide expanded experiences in food production, management, and service. Topics include food safety and sanitation, foodservice operations, advanced food production, and international, regional, and cultural cuisine. Skills in mathematics, communication, creative thinking, and entrepreneurship are reinforced in this course. This course requires a fully-equipped, school-based commercial kitchen with food service and dining areas.

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CULINARY ARTS II CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 11

Each content standard completes the stem “*Students will...*”

Food Safety and Sanitation

1. Research and report information on foodborne illnesses, food allergens, and food contamination in food production and service.
2. Complete food safety training according to industry-recognized principles.
3. Describe methods for the effective installation, use, and upkeep of facilities and equipment, including pest management.

Foodservice Operations

4. Outline and explain a manager’s role in decision-making, problem-solving, and delegation of duties for the front and back of the house.
5. Summarize best practices of human resource management in food service environments.
Examples: job descriptions, employee motivation, employee scheduling, work ethic, laws, mission statement, vision statement, discipline
6. Explore and summarize fiscally and environmentally sustainable practices for the foodservice industry.
Examples: community outreach, stewardship, seasonality, social responsibility

Advanced Food Production

7. Demonstrate advanced food production techniques and cooking methods.
Examples: smoking, curing, brining, marinating, pickling, centerpiece work, cheese making, infusions, candy making, molecular gastronomy
8. Prepare beef, poultry, and fish by applying the principles of meat identification and fabrication.
9. Refine and integrate foundational skills to create advanced baking and pastry products.
10. Build flavor profiles using a variety of fresh and dried herbs, seasonings, and aromatics when preparing food products.
11. Research and prepare complex recipes using techniques that elevate the flavor, appearance, and appeal of the product.

International, Regional, and Cultural Cuisines

12. Examine the impact of history, culture, geography, and religion on cuisines in various international regions.
Examples: Latin American, regional Asian, European, regional African
13. Research and describe American regional and cultural cuisines.
Examples: New England, Cajun/Creole, Tex-Mex, California, South, Pacific Northwest, Hawaiian Islands, Mid-Atlantic, Central Plains, Southwest, Rocky Mountains
14. Prepare regional, international, and cultural foods using applicable cooking methods, tools, and techniques.

Cultural Foods

Course Credit	1.0
Grade Levels	9-12
Prerequisites	

Cultural Foods is designed to introduce students to the foods and cultures of Africa, Asia, Central and South America, Europe, and the Southern Pacific. Course content provides opportunities for students to explore the impact of geography, climate, culture, religion, and socioeconomic factors on food, with the aim of improving global competency and cultural appreciation through diverse cuisines. This course must be taught in a fully equipped, residential-style or commercial kitchen.

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3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
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CULTURAL FOODS CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 11

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Africa

1. Summarize information about the foods and cultures of Africa.
Examples: Southern Mediterranean region (Morocco, Algeria, Tunisia, Libya); Southern Africa (Madagascar, South Africa); Northwestern and Central Africa (Mauritania, Sierra Leone); Eastern/Horn of Africa (Ethiopia, Somalia); Egypt
 - a. Investigate and report on how geography, climate, culture, religion, and socioeconomic factors impact foods within Africa.
 - b. Identify typical ingredients and their uses within regional African cuisine.
 - c. Describe the use and care of traditional and specialized cooking utensils and equipment associated with regional African cuisines.
2. Prepare a variety of foods utilizing traditional and specialized preparation techniques found within regional African cuisines.

Asia

3. Summarize information about the foods and cultures of Asia.
Examples: Caucasus (Georgia, Armenia); Middle East and Eastern Mediterranean (Israel, Iran, Lebanon, Jordan, Syria); Central Asia (Kazakhstan, Pakistan), East Asia (China, Japan, South Korea, Taiwan); Southeast Asia (Indonesia, Myanmar, Thailand, Cambodia, Vietnam, Philippines); Southern Asia (India)
 - a. Investigate and report on how geography, climate, culture, religion, and socioeconomic factors impact foods within Asia.
 - b. Identify typical ingredients and describe their uses within regional Asian cuisine.
 - c. Describe the use and care of traditional and specialized cooking utensils and equipment associated with regional Asian cuisines.
4. Prepare a variety of foods utilizing traditional and specialized preparation techniques associated with regional Asian cuisines.

Central and South America

5. Summarize information about the foods and cultures of Central and South America.
Examples: Caribbean islands (Cuba, Jamaica, Puerto Rico); Central America (Mexico, Honduras, Costa Rica); South America (Chile, Argentina, Brazil, Ecuador, Peru, Colombia, Venezuela, Bolivia)
 - a. Investigate and report on how geography, climate, culture, religion, and socioeconomic factors impact foods within Central and South America.
 - b. Identify typical ingredients and their uses within Central and South American cuisine.
 - c. Describe the use and care of traditional and specialized cooking utensils and equipment associated with regional Central and South American cuisines.
6. Prepare a variety of foods utilizing traditional and specialized preparation techniques associated with regional Central and South American cuisines.

Europe

7. Summarize information about the foods and cultures of Europe.
Examples: British Isles (England, Ireland, Scotland, Wales); Nordic (Denmark, Sweden, Norway, Finland); Iberian peninsula (Spain, Portugal); Mediterranean (Italy, Greece); Western Europe (France, Germany, Benelux countries, Austria, Switzerland); Eastern Europe (Ukraine, Poland); Central Europe (Czech Republic, Hungary, Turkey).
 - a. Investigate and report on how geography, climate, culture, religion, and socioeconomic factors impact foods within Europe.
 - b. Identify typical ingredients and their uses within regional European cuisine.
 - c. Describe the use and care of traditional and specialized cooking utensils and equipment associated with regional European cuisines.
8. Prepare a variety of foods utilizing traditional and specialized preparation techniques within regional European cuisines.

Southern Pacific

9. Summarize information about the foods and cultures of the Southern Pacific.
Examples: Indonesia, Papua New Guinea, Australia, New Zealand
 - a. Investigate and report on how geography, climate, culture, religion, and socioeconomic factors impact foods within the Southern Pacific.
 - b. Identify typical ingredients and their uses within Southern Pacific cuisine.
 - c. Describe the use and care of traditional and specialized cooking utensils and equipment associated with regional Southern Pacific cuisines.
10. Prepare a variety of foods utilizing traditional and specialized preparation techniques associated with regional Southern Pacific cuisines.

Food and Wellness

Course Credit	1.0
Grade Levels	9-12
Prerequisites	

Food and Wellness is designed to provide students with current industry knowledge and skills in nutrition and dietetics. This course covers the application of the science of food and nutrition to the health and well-being of individuals and groups. Major topics include nutrition, meal planning, safety, food science, and professional behavior. This course must be taught in a fully-equipped, residential-style kitchen.

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3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

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FOOD AND WELLNESS CONTENT STANDARDS


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Each content standard completes the stem “*Students will...*”

Nutrition Science

1. Utilize the results of scientific studies to present an explanation of the influence of various factors on food and nutrition choices.
Examples: socioeconomic, psychological, physiological, cultural, religious
2. Identify the nutrients that are essential for the human body and explain their application in professional dietetic practices.
 - a. Explain how major nutrients are used during key structural and functional processes in the human body and describe problems caused by nutrient deficiencies.
3. Explain how diet-related factors affect the risk of disease.
Examples: diabetes, high blood pressure, obesity
4. Describe food and menu modifications required with special diets.
Examples: vegetarianism, veganism, sports nutrition, food allergies, fad diets

	<ol style="list-style-type: none"> 5. Research and report on dietary needs throughout the life cycle, including fertility, pregnancy, and lactation; infancy and early childhood; adolescence; adulthood; and later years. 6. Evaluate the appearance, aroma, taste, texture, and consistency of food products using sensory methods.
<p style="text-align: center;">Meal Planning</p>	<ol style="list-style-type: none"> 7. Construct and prepare menus that meet nutritional needs, using current dietary guidelines and addressing life cycle, special diets, and diet-related disease. 8. Research and prepare foods for common therapeutic diets for medical conditions that require a modified diet. <i>Examples: clear liquid diet, diabetic diet, renal diet, gluten-free diet, low-fat diet, high-fiber diet</i> 9. Compare and contrast food preparation methods to determine which ones most effectively conserve nutrients in vegetables, fruits, and proteins. <i>Examples: steaming, grilling, roasting, sauteing, boiling, convection</i>
<p style="text-align: center;">Safety</p>	<ol style="list-style-type: none"> 10. Research and report on microorganisms that cause foodborne illnesses, including symptoms of exposure. 11. Explain the procedures and conditions required to prevent the growth of microorganisms during growing, slaughtering, and commercial preparation of food. <i>Examples: listeria found on lettuce, salmonella in chicken</i> 12. Summarize measures recommended by the Centers for Disease Control for home cooks to reduce the possibility of spreading illness-causing microorganisms. <ol style="list-style-type: none"> a. Outline procedures for reporting foodborne illnesses to health departments and other authorities.
<p style="text-align: center;">Professional Behavior</p>	<ol style="list-style-type: none"> 13. Describe the focus, membership, and mission of various professional associations in the field of nutrition and dietetics. 14. Interpret local, state, and federal legislation, regulations, and licensure laws related to dietetics and nutritional services.

- 
15. Summarize information on nutrition resources, services, and agencies available in the community.
 16. Demonstrate ethical behavior and human relations skills when interacting with patients and clients.

Food Science

Course Credit	1.0
Grade Levels	9-12
Prerequisites	

Food Science provides an in-depth study of the application of scientific principles through the investigation and research of food properties. This course will explore food science methods and equipment, food chemistry concepts, biological macromolecules, food science fundamentals, microbiology of foods, and food preservation and packaging. This course must be taught in a chemistry laboratory, a residential-style kitchen, or a commercial kitchen.

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FOOD SCIENCE CONTENT STANDARDS

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Food Science Methods

1. Identify and apply the six steps of the scientific method as it relates to food preparation and production.
 - a. Create tentative and testable hypotheses based on scientific theories using descriptive, comparative, and experimental investigations.
Examples: effect of temperature on sugar crystal formation at various time intervals; impact of various fats on baked goods; rate of protein denaturation across various methods
 - b. Collect and organize qualitative and quantitative data and make measurements with accuracy, using laboratory equipment and technological tools.
Examples: molarity of sweetened tea; pH of various marinades and solutions; gelatinization ability of heat-processed fruit vs. fresh
 - c. Analyze data collected from food-based laboratories and communicate valid conclusions supported by data through various methods, including lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports.

Food Chemistry Concepts

2. Research and report on the structure of an atom, elements of the periodic table, and chemical symbols, formulas, and equations related to the chemical composition of food.
Examples: molecular structures of complex vs. simple carbohydrates, lipid hydrogenation process, amino acid structures, atomic structure of various vitamins
3. Analyze the chemical structures and reactions of various foods, including elements, compounds, heterogeneous and homogeneous mixtures, formulas, and chemical and physical changes.
4. Describe the roles of solutions, colloids, solids, gels, foams, and emulsions in food preparation, giving scenarios in which each one is employed.
5. Summarize results of experiments testing the variance of pH and functions of enzymes.
6. Compare and contrast the heat transfer processes of conduction, convection, and radiation and their effects on food.
7. Describe the properties of water and their effects on food preparation methods.
Example: Explain why the high heat capacity of water makes steam a good medium for heat transfer in cooking and water a good fluid to cool food-processing vessels.

Biological Macromolecules

8. Compare and contrast the chemical structures of various carbohydrates and describe the ways these structures affect food production.
9. Determine how the chemical structure of fats affects food production.
10. Research and report on the processes of protein denaturation and coagulation and their effects on food production.

Food Science Fundamentals

11. Investigate the relationship between the three parts of an emulsion and create temporary, semi-permanent, and permanent food emulsions.
12. Summarize results of experiments testing various leavening agents in baked products, identifying the role of acids, carbohydrates, and water in the chemical processes.
13. Research and report on the roles of food additives, including food preservation, fortification, enrichment, and sensory enhancement.
14. Create various carbohydrate food items and analyze the processes of caramelization, crystallization, and gelatinization.
15. Describe the properties of fats, including fat oxidation, smoke point, and flash point, for saturated and unsaturated fats.
16. Describe the function of proteins in emulsifiers, foams, and gluten formation.
 - a. Explain how protein reacts to moist and dry heat cooking methods.
17. Compare and contrast storage and cooking methods, explaining their effects on vitamins and minerals in foods.

Microbiology of Food

18. Describe irradiation and pasteurization processes and their impact on bacteria during food production.
19. Research and report on microbiological food safety, including beneficial and harmful microorganisms, fermentation, spoilage, and safety practices.

Food Preservation and Packaging

20. Describe and justify the various forms of commercial food packaging currently in use.

Example: Explain why lettuce is sold in airtight bags, air permeable wrappers, or unpackaged.
21. Compare and contrast food preservation processes, including canning, dehydrating, freeze drying, and pickling.

Hotel, Resort, and Lodging Management I

Course Credit	1.0
Grade Levels	9-12
Prerequisites	Introduction to Hospitality and Tourism

Hotel, Resort, and Lodging Management I provides an introduction to the hotel, resort, and lodging industry. Major topics include industry overview, policies and regulations, management and financial operations, and careers. This course is designed to equip students with the skills for entry level positions in the hotel, resort, and lodging industry.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Hospitality and Tourism cluster affiliate with FCCLA.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Investigate various applicable professional organizations within the hospitality and tourism industry.

HOTEL, RESORT, AND LODGING MANAGEMENT I CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 11

Each content standard completes the stem “*Students will...*”

Industry Overview

1. Compare and contrast categories of lodgings in terms of ownership, types and levels of service, size, affiliation, and target market.
2. Describe ways technology is used in the hotel, resort, and lodging industry.
3. Demonstrate how to evaluate lodging operations for profitability in the marketplace.
4. Analyze effects of economic changes on the hotel, resort, and lodging industry and use the analysis to develop new products or services.
5. Demonstrate and describe customer relations skills required for the hotel, resort, and lodging industries, including resolving customer complaints and responding to customer needs, preferences, and interests.
 - a. Greet and assist visitors and guests in a professional manner, engaging in appropriate conversations, tailoring communications to meet the needs of diverse guests and environments, and using appropriate grammar, vocabulary, tone, and body language.
 - b. Explain procedures for ensuring confidentiality and guest privacy.

**Policies
and
Regulations**

6. Describe national industry standards and government rules and regulations related to the hotel, resort, and lodging industry.
7. Explain laws and procedures that safeguard and protect employees in the hotel, resort, and lodging industry.
Examples: wage and hour regulations hiring, labor, and workers compensation rules; Civil Rights Act; public health rules; OSHA; MSDS
8. Explain legal responsibilities and liability issues within the hotel, resort, and lodging industry.
Examples: permits, insurance, taxes, contractual agreements
 - a. Describe signs of human trafficking and summarize responses required by legislation and hotel policy.
9. Describe procedures used to address safety and security issues associated with the hotel, resort, and lodging industry, including OSHA standards, emergency response, and housekeeping security.
 - a. Explain basic first aid procedures, including the use of an eyewash station.
10. Explain how cultural diversity policies impact the hotel, resort, and lodging industry.
Examples: recruiting and hiring practices, marketing, sales, client loyalty

**Management
and
Financial
Operations**

11. Describe management functions of hotels related to different types of ownership, including franchised, independent, short-term, extended stay, and chain-related properties.
Examples: human resources, health and safety, sales and marketing, financial management, payroll, taxes, capital improvement, uniformity
12. Compare and contrast costs, revenues, and cost efficiency for resorts, large hotel brands, and independently-owned lodging establishments.
Examples: Compare the annual operating budgets of a small hotel and a large convention hotel. Explain the differences in buying power, marketing, and staffing between a large lodging property and a small one.
13. Summarize fiscal management procedures utilized in the hotel, resort, and lodging industry, including creating budget reports; forecasting room availability for the day, month, and year; compiling an annual budget; and calculating quarterly profit and loss.

Careers

14. Research and summarize in-house strategies and opportunities for sales in the hotel, resort, and lodging industry.
15. Compare various marketing strategies, advertising methods, and public relations strategies used in the hotel, resort, and lodging industry to attract business.
Examples: social media, print, event sponsorship, familiarization tours
16. Describe management responsibilities of the front desk, including using technology with a guest registration system, tracking guest accounts, creating work schedules, creating departmental log reports, applying time management techniques, and communicating guest-related issues.
17. Calculate revenue per available room (RevPAR), average daily rate (ADR), occupancy, loyalty points and levels, par levels, guest-in-house, due-outs, due-ins, stay-over, forget-me-not items, and folio.
18. Explain methods of controlling and eliminating pests.
Examples: bed bugs, rodents, cockroaches
19. Describe the functions and career paths of the various departments of a lodging property, including management, accounting, security, engineering, front desk, concierge, housekeeping, food and beverage, maintenance, human resources, and sales and marketing.

<h1>Hotel, Resort, and Lodging Management II</h1>	
Course Credit	1.0
Grade Levels	10-12
Prerequisites	Hotel, Resort, and Lodging Management I

Hotel, Resort, and Lodging Management II is designed to prepare students for careers in the hotel, resort, and lodging industry by providing practical experience through an internship at an approved property. Course standards require students to rotate through multiple departments of a lodging property to gain hands-on experience in its daily operations, including front desk, housekeeping, and food services.

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Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

<h2>Foundational Standards</h2>	<ol style="list-style-type: none"> 1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces. 2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork. 3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
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4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Investigate various applicable professional organizations within the hospitality and tourism industry.

HOTEL, RESORT, AND LODGING MANAGEMENT II CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 11

Each content standard completes the stem “*Students will...*”

Front Desk Operations

1. Prepare the front desk of a hotel or resort for a shift.
2. Demonstrate the operation of the front desk.
 - a. Make reservations from different channels within the hotel's system.
Examples: phone, internet, third party, walk-in, hotel app
 - b. Check in hotel guests, completing the necessary records and accepting payment.
 - c. Communicate with guests who have hearing impairment or language barriers.
 - d. Check out a guest from the reservation system, providing the final folio.
 - e. Process financial transactions, including direct bill accounts, cash, credit cards, accounting, log book, and cash drops.
3. Complete the lead sheet and share it with the director of sales or general manager.
4. Explain hotel safety procedures, identifying the location of the emergency procedure book and summarizing the actions required for various emergency situations.

Housekeeping Operations

5. Clean a guest room following corporate and health department policies and procedures, including making up the guest bed, cleaning bathrooms using color-coded cloths and appropriate chemicals and supplies, and using personal protective equipment.
 - a. Prepare, stock, and position a cleaning cart.
 - b. Complete procedures for logging stay-over and due-out rooms and logging missing items.
 - c. Explain procedures for handling needles, bodily fluids, illegal items, and unwanted advances by guests.
 - d. Describe the content and procedures for a state health inspection of hotel guest rooms.
6. Identify the location of the Material Safety Data Sheet book and explain its use.

Foodservice Operations

7. Demonstrate the process for having a meal segment ready to serve.
 - a. Heat, store, and discard food included in a meal segment according to industry standards.
 - b. Prepare a beverage station for service.
 - c. Explain safe food handling procedures, according to health department requirements.
Examples: PPE, time and temperature control, buffet service requirements
 - d. Demonstrate proper cleaning and sanitizing procedures as stipulated by health department requirements.
 - e. Demonstrate the process of washing dishes.
 - f. Explain the requirements of state and brand standards in food service areas.
8. Explain what is involved in a state health inspection of kitchens and dining areas and describe how the inspection is conducted.
9. Explain the process for ordering foods, beverages, and supplies needed for foodservice operations and outline procedures for maintaining inventory.
Examples: determining amounts, sizes, and packaging for food items; maintaining sufficient supplies of disposable cups and plates
10. Explain procedures for communicating with guests who require dietary accommodations.

Introduction to Hospitality and Tourism

Course Credit	1.0
Grade Levels	9-12
Prerequisites	

Introduction to Hospitality and Tourism is the prerequisite for all other courses in the cluster. Major topics include sports, recreation, and attractions; management of hotels, resorts, and lodgings; travel and tourism; restaurants and food and beverage services; and customer relations and quality services. Although a full kitchen is not required for this course, students should have access to small appliances to prepare foods in various ways.

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Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Investigate various applicable professional organizations within the hospitality and tourism industry.

INTRODUCTION TO HOSPITALITY AND TOURISM CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 11

Each content standard completes the stem “*Students will...*”

Sports, Recreation, and Attractions

1. Summarize the history of the sports, recreation, and attractions industries.
2. Identify and describe sectors of the sports and recreation industry, including indoor, outdoor, youth, collegiate, amateur, and professional levels.
3. Describe types of venues used for sporting events, recreation, and attractions.
 - a. Explain major provisions of the American with Disabilities Act (ADA) and how it affects venues for the sports, recreation, and attractions industries.
4. Discuss the role of sports organizations at youth, collegiate, and professional levels, indicating how each organization impacts the sports industry.
5. Explore and share the benefits of participation in sports, recreation, and attractions activities.

Example: Design an advertising campaign encouraging residents to participate in a community's amateur sports leagues.

Hotel, Resort, and Lodging Management

6. Identify types of lodging properties.
Examples: motels, hotels, resorts, recreational vehicles, hostels, campgrounds
7. Compare and contrast functions of various departments of a property, including accounting, security, engineering, front desk, concierge, housekeeping, food and beverage services, maintenance, human resources, and sales and marketing.
8. Explain the ways the lodging industry impacts a community's economy.
9. Describe the impact of current trends and issues on new and established businesses within the lodging industry.
Examples: effects of short-term rentals on the hotel industry, environmental issues faced by the lodging industry, considerations for choosing a location for a new property

Food and Beverage Services

10. Describe the functions of various departments and personnel of a foodservice operation, including management, executive chef, sous chef, pastry chef, line cook, prep cook, service staff, and dishwasher.
11. Examine and evaluate foods for quality and appeal, including taste, appearance, color, and texture.
12. Explain important components of dietary science, including the roles of major nutrients and potential allergens.
 - a. Interpret food nutrition labels to determine nutritional values, serving size, and ingredients.
13. Set up and demonstrate various styles of food service, including table settings and service etiquette.
Examples: French, American, buffet, seated dinner
14. Produce foods using a variety of preparation methods.

Travel
and
Tourism

15. Compare types of travel and tourism events and venues.
Examples: amusement parks, museums, sporting events, destination vacations, cruises, resorts, tours, attractions, theaters, reunions
16. Describe methods and procedures involved in planning various events, including class reunions, conventions, and weddings.
17. Explain how tourism boosts the revenue of a community and creates jobs through varied products for work and leisure travel.
Example: Compare the economic impacts of leisure travel and business travel.
18. Explain how sporting events, recreational venues, and attractions affect demand for lodging and food and beverage services.

Customer
Services

19. Demonstrate first aid procedures, including CPR and the Heimlich maneuver.
20. Describe service skills and procedures used in the hospitality and tourism industries, including welcoming and processing guests, overseeing customer comfort, and handling customer complaints.

Nutrition and Food

Course Credit	0.5 (Standards 2, 3, 4, 5, 6, 7, 11, 13, and 15 are required) OR 1.0 (All standards are required)
Grade Levels	9-12
Prerequisites	

Nutrition and Food focuses on the impact of food choices, nutrition, meal management, cuisine, and following current nutritional guidelines on overall health across the life cycle. This course must be taught in a fully-equipped, residential-style kitchen.

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Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities, and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.

5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Investigate various applicable professional organizations within the hospitality and tourism industry.

NUTRITION AND FOOD CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 11

Each content standard completes the stem “*Students will...*”

Food

1. Analyze and explain factors that affect food supply chains, including geography, fuel supply, climate, economics, transportation systems, farming methods, and type of government.
2. Explain how food choices and food production are influenced by psychological, social, cultural, nutritional, economical, global, environmental, geographical, and technological factors.
3. Interpret legislation and regulations related to food production and consumption.
4. Describe the impact of technology on food production, choices, and nutrition.

Nutrition

5. Investigate and share information about recommendations for individuals’ nutritional, lifestyle, health, and fitness needs as they change across the lifespan.
6. Create menus and recipes to meet nutritional needs of individuals across the lifespan, using current dietary guidelines.
7. Summarize current research on the impact of diet fads, food addictions, and eating disorders on fitness and wellness.
8. Research and report on the impact of daily food choices on health and wellness.



- 9. Examine and explain how current food and lifestyle trends affect health, wellness, and food selection.
- 10. Interpret a food nutrition label, including key nutrients, portion sizes, allergens, and ingredients, and explain how this information is useful in planning a nutritious diet.



Meal Management and Service

- 11. Prepare nutritious meals that satisfy recommended daily intake guidelines, specifying cooking techniques that preserve the nutrients in the foods selected.
- 12. Compare the cost and nutritive value of preparing food at home rather than purchasing convenience foods and fast service foods.
- 13. Formulate a budget for planning, purchasing, and preparing nutritious foods for given scenarios.
- 14. Compare and contrast the nutritional quality of various prepared foods.

Example: Using current technology, calculate nutritional values for scratch prepared, processed, and restaurant prepared foods.

- 15. Explain the impact of mealtime habits and etiquette and their correlation to health indicators.

Example: family mealtimes, fast food dining, table habits including portion sizing, utensil usage, length of meal, and chewing duration

- 16. Demonstrate food preparation techniques required to retain nutritional content when preparing food for special occasions.
- 17. Demonstrate a variety of creative food presentation techniques to make nutritious foods visually appealing.



Cuisine

- 18. Compare and contrast the ways that nutritional needs are met in various cultures.

Example: American-Southern diet vs. Mediterranean diet

- 19. Demonstrate food preparation techniques used in national and international cuisines.

Sports Nutrition

Course Credit	1.0
Grade Levels	9-12
Prerequisites	

Sports Nutrition is designed for students interested in health, fitness, and sports performance. This course examines the relationships among nutrition, physical performance, and overall wellness and emphasizes the metabolic process and management of food choices for optimal health and physical performance. Disease prevention and health through nutrition, physical activity, and wellness practices are essential components of the course. This course must be taught in a fully-equipped, residential-style kitchen.

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3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
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SPORTS NUTRITION CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 11

Each content standard completes the stem “*Students will...*”

Nutrition and Wellness Practices

1. Explain the impact of genetics, gender, age, nutrition, exercise, and fitness on an athlete's performance.
2. Research nutrition and physical activity needed for desired performance results and create a plan to achieve the results in a given scenario.
Example: off-season training, training season, endurance training, strength training
3. Determine the essentials of a healthy diet for an athlete in a given sport, including macro and micro nutrient breakdown.

Nutritional and Dietary Needs of Athletes

4. Evaluate food choices and their impacts on sports performance and energy level.
Examples: weight management strategies, post-performance recovery
5. Explain the importance of hydration for an athlete’s performance.
6. Prepare nutritious foods for a healthy athlete based on the requirements of specific sports.
7. Demonstrate safety and sanitation procedures when receiving, storing, handling, preparing, and serving food.

Impact of Health and Wellness on Fitness

8. Research and report on the process of digestion and metabolism of various nutrients.
9. Compare and contrast methods for body composition calculations including body mass index (BMI), body fat percentage, waist-to-height ratio, and waist circumference.
10. Create a health profile of a client using various body composition calculations.
11. Outline strategies to prevent dietary deficiencies that result in negative health and performance.
Examples: muscle wasting, anemia, low estrogen
12. Investigate and report on current research on the effects of eating disorders and performance-enhancing drugs on an athlete's health and performance.

Components of Fitness

13. Explain how cardiovascular endurance, muscular endurance, muscle strength, flexibility, and body composition impact the fitness of an athlete.

Nutrition and Fitness Program Planning

14. Explain the therapeutic benefits of nutrition and exercise for an athlete.
15. Create and critique a fitness plan to meet a client's goals for cardiovascular and strength training, including menu planning.
16. Create meal plans to meet an athlete's performance needs in a given scenario.
17. Identify current fitness technologies and describe their benefits for nutrition and fitness program planning.

Sports, Recreation, and Attractions Management I

Course Credit	1.0
Grade Levels	9-12
Prerequisites	Introduction to Hospitality and Tourism

Sports, Recreation, and Attractions Management I introduces the knowledge and skills related to managing clients, providing products and services, and overseeing facilities in the evolving sports, recreation, and attractions industries. The concepts addressed in this course include management of venues and events; branding, advertising, public relations, and event marketing; types of business ownership; management styles; the impact of public image; and the importance of professionalism.

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Foundational Standards

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3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Investigate various applicable professional organizations within the hospitality and tourism industry.

SPORTS, RECREATION, AND ATTRACTIONS MANAGEMENT I CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 11

Each content standard completes the stem “*Students will...*”

Introduction to Sports, Recreation, and Attractions Management

1. Compare and contrast the various sectors of the sports, recreation, and attractions industries.
2. Compare and contrast the types of business ownership found in the sports, recreation, and attractions industries.
Examples: sole proprietorship, partnership, limited liability company, corporation, cooperative
3. Investigate and describe the advantages and disadvantages of management styles that may be utilized for the sports, recreation, and attractions industries.
Examples: affiliative, pacesetting, coaching, visionary
4. Explain how professional codes of ethics impact the sports, recreation, and attraction industries.
5. Describe how management functions are applied in various sporting events.
Examples: Olympics, World Games, international sporting events, extreme sports
6. Explain how public image impacts businesses within the sports, recreation, and attractions industries.

Economic Impact

7. Analyze the economic impact of sports, recreation, and attractions on travel and tourism industries in a community, city, or state.
8. Describe factors that impact profits from activities, products, and services offered in the sports, recreation, and attractions industries.
Examples: supply and demand, sustainability, economic conditions, catastrophic events

Public Relations, Marketing, and Branding

9. Explain how market research impacts decisions made in the sports, recreation, and attractions industries.
10. Gather and share information on the impact of advertising, sponsorships, and sales promotion on the sports, recreation, and attractions industries.
11. Investigate and report on how the basic four elements of the marketing mix are utilized in the sports, recreation, and attractions industries.
12. Identify and summarize the steps of various brand development strategies.
13. Explain how intellectual property rights impact the sports, recreation, and attractions industries.
Examples: copyrights, patents, trademarks
14. Identify and describe media skills needed to promote various events.
Examples: social networks, press materials, promotions, public speaking

Client Management

15. Explain how client needs differ within the sports, recreation, and attractions industries.
Examples: employee training, marketing, applicable laws and safety
16. Explain the importance of equity in the sports, recreation, and attractions industries.
Examples: non-discrimination on basis of ability, culture, gender
17. Explain the importance and benefits of following a professional code of ethics in the sports, recreation and attractions industry.
Examples: providing input for vision and mission statements, incorporating general principles of integrity and fairness, identifying unacceptable behaviors and consequences, incorporating safety, hospitality, cleanliness, truthful advertising, complaint resolution, sustainability

	<p>18. Explain how technology has impacted client management and customer service in the sports, recreation, and attractions industries. <i>Examples: ticketing, staffing, guest services</i></p> <p>19. Investigate and report on the barriers that impact participation by international clients in the sports, recreation, and attraction industries. <i>Examples: currency, accommodations, legal issues, language</i></p>
<p>Product and Service Management</p>	<p>20. Summarize food safety and sanitation procedures utilized in the sports, recreation, and attractions industries.</p> <p>21. Explain how products are licensed and how licensed goods are merchandised, citing examples from multiple sports.</p>
<p>Venue and Facilities Management</p>	<p>22. Research and report on the types of venue designs utilized in the sports, recreation, and attractions industry. <i>Examples: theme parks, museums, historic sites, festivals, arenas, parks, amphitheaters</i></p> <p>23. Select locations and venues for given events, utilizing industry-standard criteria.</p> <p>24. Investigate and report on safety strategies that minimize risks for participants and audiences at large public gatherings, including the use of technology to enhance safety and security. <i>Examples: selecting the right venue, occupancy, location, security, severe weather, medical emergencies, fire protection</i></p> <p>25. Determine the standard business permits and licenses required to manage given events in the sports, recreation, and attractions industry.</p>
<p>Professionalism</p>	<p>26. Develop a personal educational and career path for working in the sports, recreation, and attractions industries.</p>

Sports, Recreation, and Attractions Management II

Course Credit	1.0
Grade Levels	10-12
Prerequisites	Sports, Recreation, and Attractions Management I

Sports, Recreation, and Attractions Management II expands upon the content of Sports, Recreation, and Attractions Management I to provide students with in-depth knowledge and application of concepts in these industries. The concepts addressed in the course include management of facilities, venues, clients, and events; branding, advertising, public relations, and event marketing; and economic impacts of sports, recreation, and attractions.

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Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Investigate various applicable professional organizations within the hospitality and tourism industry.

SPORTS, RECREATION, AND ATTRACTIONS MANAGEMENT II CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 11

Each content standard completes the stem “*Students will...*”

Economic Impact

1. Analyze the economic impact of a sports, recreation, and/or attractions industry event on a national or international market.
2. Research and report on factors that determine gross and net profit in the sports, recreation, and attractions industries.

Public Relations, Marketing, and Branding

3. Analyze the marketing mix in a given scenario and recommend specific sports, recreation, and attractions to market and brand.
4. Describe the significance of and the need for brand identity, brand marks, and trademarks in the sports, recreation, and attractions industries, including athletes’ and celebrities’ personal brands.
5. Explain the importance of sponsorships, branding, and endorsements, including how an athlete’s or celebrity’s endorsement of a product may influence sales.

Example: NIL

	<ol style="list-style-type: none"> 6. Create an advertising package utilizing digital and print media for a sports, recreation, and/or attractions event. 7. Develop and create a brand positioning and message package, including name, logo, and tagline.
<p>Client Management</p>	<ol style="list-style-type: none"> 8. Create a presentation to illustrate how sports figures can find success in non-athletic ventures, including examples of individuals who have accomplished this. <i>Examples: motivational speaking, publishing, advertising</i> 9. Create a presentation to illustrate how to retain sports, recreation, and attraction clients in a competitive business atmosphere, utilizing communication skills and customer service skills. 10. Investigate and report on factors that determine ticket prices and methods of procuring tickets for events in the sports, recreation, and attractions industries.
<p>Product and Services Management</p>	<ol style="list-style-type: none"> 11. Create a multimedia portfolio to optimize visibility for a product, service, and/or event in sports, recreation, or attractions, incorporating brand development and marketing strategies. 12. Identify product licensing rules and regulations that are related to the sports industry. <i>Examples: amateur and professional organizations, NCAA, NBA, WNBA, NFL, MLB, NHL</i>
<p>Venue and Facilities Management</p>	<ol style="list-style-type: none"> 13. Create a safety plan incorporating strategies to minimize risks at concerts, sporting events, and large public gatherings, considering the type of venue, occupancy restrictions, location, demographics, and availability of alcohol. 14. Research and summarize security measures and safety plans implemented for events and activities in the sports, recreation, and attractions industries. 15. Summarize food safety and sanitation procedures designed to maintain a safe work environment in various sports, recreation, or attractions industry venues. 16. Explain how facility design impacts the guest experience.

**Event
Management**

17. Research, plan, organize, and market an event within the sports, recreation, or attractions industries, utilizing the four basic elements of the marketing mix (product, price, place, and promotion).
18. Research and report on possible funding and revenue sources for an event in the sports, recreation, and attractions industries.

Examples: corporate sponsorships, private investors, bank loans

Travel and Tourism I

Course Credit	1.0
Grade Levels	9-12
Prerequisites	Introduction to Hospitality and Tourism

Travel and Tourism I focuses on creating travel itineraries, planning trips and events, reviewing travel trends, developing marketing plans, and creating budgets. In addition, content standards emphasize the importance of advocacy and the impact it has on the travel and tourism industry.

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TRAVEL AND TOURISM I CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 11

Each content standard completes the stem “*Students will...*”

Introduction to Travel and Tourism

1. Research the historic development of the travel and tourism industry, and the impact the industry has made on local economies.
2. Explain the difference between travel and tourism.
3. Describe the roles of various suppliers in the travel and tourism industry.
Examples: tour operators, cruise lines, travel insurance providers, hotels
4. Describe current trends in the travel industry.
Examples: short-term rentals, hostels, volunteerism tourism, ecotourism, medical tourism, space travel
5. Describe how various travel and tourism organizations promote communities to increase tourism utilizing communication skills and enhanced presentations
Examples: destination marketing organization, tourism organization, convention and visitor bureau



6. Gather and share information on cultural, environmental, and social factors that impact the travel and tourism industry.
Examples: hurricane, oil spill, pandemic, war
7. Describe market segments within the travel and tourism industry, including social, medical, military, educational, religious, fraternal, and corporate sectors.
8. Describe how technology is utilized in the travel and tourism industry.
Examples: social media platforms, reservation software, event management software
9. Compare travel via water, surface, and air transportation, including cost, time required, advantages, and limitations.

**Economics of
Travel and
Tourism**

10. Explain how government policies can influence or impact travel and tourism.
Examples: CDC warnings, mandates, terrorism updates, rules regarding gasoline shortages
11. Explain the impact of the travel and tourism industry on national, state, and local economies.

**Marketing Travel
and Tourism**

12. Create and package itineraries for various trips and services, including pricing, target marketing, and provision of products and services.
13. Evaluate various communication techniques and media sources to select the most effective manner to convey travel and tourism information to a target audience.
Examples: television, radio, digital media, social media, print
14. Develop a marketing plan and budget for a convention and visitor bureau or destination management organization, designing them to meet the needs of the local community.

**Operations
Management**

15. Explain how creating itineraries can drive the growth of tourism.
Example: recommending multiple venues and activities to generate additional revenue
16. Create a travel itinerary including transportation, lodging, food services, amenities, and pertinent information about time zones, geographic areas, seasons, and climate.
17. Describe the basic steps of risk management for travel clients.
Example: travel insurance

**Client
Management**

18. Share information regarding a destination's language, currency, and culture with clients.
19. Gather and share strategies for building clientele.
20. Match clients with suitable facilities to meet their needs, wants, and expectations, considering availability of rooms, meeting spaces, and amenities.
Examples: Select lodgings to meet the requirements of a multi-generational family of 45 who want a pool and fitness room at their hotel, a variety of convenient restaurants, and nearby child-friendly attractions for a five-day family reunion.

Legal Issues

21. Describe how travel and tourism workplaces are influenced by legislation.
Examples: policies regarding sexual harassment, homeland security, employee testing, human trafficking
22. Explain the importance of advocacy and the impact it has on travel and tourism.
Examples: informing local and state legislators of the impact of tourism dollars on the local economy, requesting legislation for infrastructure improvements that would benefit tourism

Travel and Tourism II

Course Credit	1.0
Grade Levels	10-12
Prerequisites	Travel and Tourism I

Travel and Tourism II builds on the content of Travel and Tourism I, focusing on economics, marketing, operations, safety and security, and local and regional tourism. Standards are designed to enable students to gather and utilize data to forecast industry trends; utilize marketing techniques to achieve an organization’s tourism goals; and explain the vital roles of group, convention, and meeting planning to create jobs now and in the future. In addition, standards are written to enhance students’ understanding of how travel and tourism affect local, state, and regional economies.

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TRAVEL AND TOURISM II CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 11

Each content standard completes the stem “*Students will...*”

Economics of Travel and Tourism

1. Research and summarize the impact of business travel, group tourism, and individual or family tourism on the state’s economy.
2. Explain the importance of using travel and tourism data to project future tourism development, supporting the explanation with statistics and examples from trusted industry sources.
Examples: STR to report hotel lodging uses, AirDNA to report data for vacation rentals and short-term rentals

Marketing Travel and Tourism

3. Design marketing materials that showcase market segments and seasonality for the travel and tourism industry.
4. Explain how different venues within the travel and tourism industry merchandize their products and services.
5. Describe elements essential to developing and sustaining travel and tourism within a community or region.
Examples: adequate infrastructure (safe roads, clean hotels), safe and unique attractions, employees who are professional, welcoming, and excited about what their community has to offer

	<ol style="list-style-type: none"> 6. Select effective communication techniques and media outlets to convey information for specific audiences, including out-of-town visitors, disgruntled customers, special needs populations, and the general public. 7. Create and upload content for a travel and tourism website and social media, utilizing resources that would make the information appealing to the target audiences.
<p>Operations Management</p>	<ol style="list-style-type: none"> 8. Summarize the information included on a Request for Proposal (RFP) for potential travel suppliers. 9. Develop a festival and events planning guide. 10. Explain the importance of timely resolution of maintenance issues at facilities, including lodgings, attractions, and venues for recreation, amusements, sports, and conventions. 11. Summarize the elements of a risk management plan, including plans for minimizing travel risks, avoiding safety hazards, and handling emergencies. 12. Establish safety and security plans for a given event, including procedures to minimize risks and health hazards and to deal with emergency situations. <i>Examples: unruly crowds, terrorism, shooting incidents, inclement weather</i>
<p>Client Management</p>	<ol style="list-style-type: none"> 13. Explain steps for organizing, promoting, and conducting familiarization tours for travel business clients. 14. Create a travel package proposal for a business client, a group client, or an individual client, including transportation, lodging, attractions, food services, and other amenities.
<p>Legal Issues</p>	<ol style="list-style-type: none"> 15. Describe legal requirements and regulations that affect the travel and tourism industry. <i>Example: obtaining owners' authorization before using photography and content, regulating masks on public transportation during a pandemic, prohibiting weapons on flights</i>

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