



Career & Technology

Principles of Hospitality and Tourism

Academic Alignment with TEKS	CTE TEKS	Content/Vocabulary	Guiding Questions	Objective/Activities	Resources and Web links
<p>English See attachment for specific wording of TEKS</p> <p>Social studies See attachment for specific wording of TEK</p> <p>Math See attachment for specific wording of TEKS</p> <p>Science See attachment for specific wording of TEKS</p> <p>Lesson 1 2 B 3 D 11A</p> <p>Lesson 1 4D 6A 6E 7B 7F 7H 8A 8B 9B</p> <p>Lesson 2 14B 14D 23B</p> <p>Lesson 2 4 (B)</p> <p>Lesson 2 6A 6E 7F 7G 7I 8A 8B 11E 17F</p>	<p>TEKS 124.47. Travel and Tourism Marketing (One-Half to Three Credits). TEKS</p> <p>(1) The student knows business concepts and explains how business satisfies economic needs.</p> <p>(2) The student knows the importance of marketing as well as the functions of marketing.</p> <p>(7)The student knows the role of a marketing-information system (MIS).</p> <p>(14)The student knows the nature and scope of the travel and tourism industry.</p> <p>(16) The student knows travel and tourism products and services.</p> <p>(1) The student knows business concepts and explains how business satisfies economic needs.</p> <p>(3)The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives</p> <p>(17) The student knows the nature and scope of business and professional travel</p>	<p>Unit 1: Getting Started Students learn about the four primary sectors of hospitality and tourism: transportation, lodging, food/beverage, and entertainment, and begin to understand the reasons behind why people travel.</p> <p>Lesson 1: Course Introduction The history, motivation and needs of the past century and its affects on the accommodations, food and beverage, and entertainment sectors are discussed.</p> <p>Vocabulary: hospitality itinerary tourism tourist travel package</p> <p>Lesson 2: The Development of Hospitality and Tourism</p> <p>Vocabulary entertainment food and beverage lodging dining transportation</p>	<p>Lesson 1 Questions *How can we best design an all-inclusive vacation package that is attractive to a peer demographic?</p> <p>Lesson 2 Questions *What surprised you the most about the old photos? *What do you think is the most dramatic change in the hospitality industry in the last 100 years?</p>	<p>Lesson 1 Objectives *Identify the knowledge and skills demonstrated in a completed hospitality and tourism project *Deduce the skills and knowledge about hospitality and tourism needed to be successful in an authentic project *Identify general hospitality and tourism terms with which to build a taxonomy</p> <p>Lesson 2 Objectives * Demonstrate knowledge of the history of the hospitality and tourism industry. *Make predictions about the future of the hospitality and tourism</p>	<p>NAF On-line curriculum and resources.</p> <p>Internet Resources in Curriculum</p>

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<p>Lesson 3 6A 6E 7A 7B 7F 7G 7H 7I 8A 8B 9B</p>	<p>2) The student knows the importance of marketing as well as the functions of marketing. (3)The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives (4)The student knows the impact and value of diversity (7)The student knows the role of a marketing-information system (MIS)</p>	<p>Lesson 3, The Psychology of Travel People who travel, their motivations and theories to explain their choices will be discussed. Vocabulary: AAA bed and breakfast business convention consumer consumer choice consumer motivation consumer needs consumer wants destination frequent flyer miles travel agent</p>	<p>Lesson 3 Questions * What are some reasons people Travel? * What needs do people have why they travel? * What are some stereotypes about people who travel and the reasons they travel?</p>	<p>industry *Explain the impact of the hospitality and tourism industry on the U.S. economy *Describe the primary sectors of the hospitality and tourism industry.</p> <p>Lesson 3 Objectives * Each student will: Describe different types of people who travel and their reasons for traveling *Compare several theories about consumer motivation *Explain how consumers make travel choices to fulfill their needs and wants</p>	<p>NAF On-line curriculum and resources.</p> <p>Internet Resources in Curriculum</p>
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<p>Lesson 6 23B</p> <p>Lesson 6 1A 1B 1C 5A 6A 6E 8A 8B 19C</p>	<p>(5)The student knows that distribution channel members facilitate the movement of products.</p> <p>(7)The student knows the role of a marketing-information system (MIS).</p> <p>(8)The student knows that pricing has policies, objectives, and strategies.</p> <p>(10) The student knows that successful marketers must develop, implement, and evaluate a promotional plan.</p>	<p>Lesson 6 Food and Beverage Introduces students to the food and beverage sector, identifying the reasons why people choose certain businesses and how those businesses market to consumers.</p> <p>Vocabulary: à la carte gnocchi ambience host/hostess. appetizer maître d' chain restaurant menu chef organic critic polenta culinary pub diner ravioli dining etiquette entrée reservations ethnic restaurant servers fare take-out fast food tip fettuccini alfredo utensils wait staff</p>	<p>Lesson 6 Questions * What motivates you to eat at this restaurant? *Do you think those are the same reasons other people eat there? * What types of people eat at these restaurants? *What do these businesses do to attract these consumers?</p>	<p>accommodation *Develop a written proposal about the lodging (for the culminating project)</p> <p>Lesson 6 Objectives *Describe the types of establishments that make up the food and beverage sector *Demonstrate key elements of fine dining, including proper dining etiquette, ordering from a menu, and choosing appropriate attire *Explain aspects of successful food and beverage businesses</p>	<p>NAF On-line curriculum and resources.</p> <p>Internet Resources in Curriculum</p>
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<p>Lesson 7 1A 1B 1C 2A 2B 3B 4B 4F 5A 6A 6E 8A 8B 19B 19C</p>	<p>(4)The student knows the impact and value of diversity (5)The student knows that distribution channel members facilitate the movement of products. (7)The student knows the role of a marketing-information system (MIS). (8)The student knows that pricing has policies, objectives, and strategies.</p>	<p>Lesson 7 Entertainment Businesses ranging from museums to sports arenas and the wide variety of establishments within the entertainment sector will be introduced. Students identify the reasons why people choose certain businesses and how those businesses market to consumers. Vocabulary: admission tickets arcade attraction ballet box office buffet day spa Ferris wheel guiding and touring companies itinerary leisure opera planetarium souvenirs spectating Tour de France venue will call</p>	<p>Lesson 7 Questions *If you were stranded on a deserted island and were thinking about home, what fun activity would you miss the most? *Why is that your favorite activity? *What do travelers do for fun?</p>	<p>Lesson 7 Objectives *Describe the types of establishments that make up the entertainment sector *Explain traveler motivation as it relates to entertainment choices *Demonstrate understanding of aspects of successful entertainment businesses</p>	<p>NAF On-line curriculum and resources.</p> <p>Internet Resources in Curriculum</p>
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<p>Lesson 8 23B Lesson 8-10 2 B 11A 14D 20D</p> <p>Lesson 8 4 B 4E</p> <p>Lesson 8 4C 5A 6A 6E 8A 8B</p>	<p>(4)The student knows the impact and value of diversity (5)The student knows that distribution channel members facilitate the movement of products. (7)The student knows the role of a marketing-information system (MIS). (8)The student knows that pricing has policies, objectives, and strategies</p>	<p>Unit 4: Transportation in the Tourism Industry Students examine transportation sectors of the industry, exploring how air transportation has evolved, the effects it has had on the industry, and the role computer technology has had in facilitating trip planning. They also examine the roles of the motor coach, car and vehicle rental, rail, water transportation and cruise ship sectors of the industry.</p> <p>Lesson 8 Air Transportation Students learn practical details about air travel, such as how to book a flight, what to expect when flying, how to navigate an airport, and what to pack, in accordance with FAA regulations after 9/11. The role of Internet sites in booking travel along with the professions within the industry will be explored</p> <p>Vocabulary: arrival time baggage claim boarding pass business class carry-on check-in checked luggage coach class cockpit connecting flight departure time economy class FAA first class flight attendant flight number layover one-way ticket red-eye round trip ticket ticketing agent TSA</p>	<p>Lesson 8 Questions *20 Questions What am I thinking? (Statements and unique facts supplied.)</p>	<p>Lesson 8 Objectives *Research and consider the costs, options, and regulations involved in air travel and make imaginary flight arrangements *Explain the roles of pilots, flight attendants, and ticketing agents *Demonstrate understanding of safety measures implemented after 9/11</p>	<p>NAF On-line curriculum and resources.</p> <p>Internet Resources in Curriculum</p>
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<p>Lesson 11 2 B 11A 14D 20D 20E 23B</p> <p>Lesson 11 2(B) (2A.3)</p> <p>Lesson 11 4D 6A 6E 8A 8B</p>	<p>(6) The student knows that financial planning is necessary for the marketer's success and solvency.</p> <p>(8)The student knows that pricing has policies, objectives, and strategies.</p> <p>(11) The student knows that purchasing occurs as steps in a continuous cycle.</p> <p>(12) The student knows that various types of risks impact business</p> <p>(13)The student knows the role of selling in a private enterprise.</p>	<p><u>Unit 5: The Effects of Travel and Tourism</u></p> <p>While completing these lessons, students compare domestic and international travel motivations, costs and safety, see how travel contributes both to the U.S. and the global economies, and compare and connect the economic and environmental impact of tourism on destination sites.</p> <p>Lesson 11 Economic Impacts Students will compare countries that rely almost entirely on tourism revenue with countries that maintain a diversified economy. Students will also learn how foreign exchange rates affect income.</p> <p>Vocabulary: annual income bar graph dirhams euro gross domestic product legend line graph pie chart population revenue rufiyaa statistics tsunami</p>	<p>Lesson 11 Questions</p> <p>* What is the financial impact of tourism?</p>	<p>Lesson 11 Objectives</p> <p>*Explain the economic importance of tourism in different areas of the world</p> <p>*Recognize the importance of developing tourist attractions to stimulate economies</p> <p>*Graph the economic impact of tourism</p>	<p>NAF On-line curriculum and resources.</p> <p>Internet Resources in Curriculum</p>
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<p>Lesson 12 1A 1B 1C 2A 2B 3B 4F 6A 6E 8A 8B</p>	<p>(7)The student knows the role of a marketing-information system (MIS). (12) The student knows that various types of risks impact business</p>	<p>Lesson 12, Environmental Impact Students are introduced to the environmental impact of travel and tourism, learning about ecotourism and destination life cycles. Vocabulary: destination life cycle eco-friendly ecosystem ecotourism environmental consultant environmental footprint environmental impact environmental impact assessment environmental sustainability petroglyph self-destruct theory of tourism</p>	<p>Lesson 12 Questions</p> <ul style="list-style-type: none"> * What are the economic and employment benefits of the high school vacation site? * What are the environmental impacts? * What are some proposed solutions to help make the site environmentally sustainable? * How did the writer point out the economic and employment benefits? * How did the writer explain what the environmental impacts were? * How did the writer provide sustainability solutions? 	<p>Lesson 12 Objectives</p> <ul style="list-style-type: none"> *Explain the environmental effects of tourism Identify ways in which tourist destinations can be environmentally sustainable *Define and apply the concepts of ecotourism and destination life cycles *Compare and connect the economic and environmental impact of tourism on destination sites 	<p>NAF On-line curriculum and resources.</p> <p>Internet Resources in Curriculum</p>
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<p>Lesson 15 4C 6A 6E 8A 8B 17A 17E</p>	<p>(3)The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives (7)The student knows the role of a marketing-information system (MIS). (12) The student knows that various types of risks impact business (13)The student knows the role of selling in a private enterprise.</p>	<p><u>Unit 7: Overview of Selling Tourism</u> Students get an understanding of how hospitality and tourism products are supplied and sold and demonstrate how quality of service can often define the success of a tourism business Understanding good customer service and evaluating problems and solutions will be explored.</p> <p>Lesson 15 Customer Service This lesson demonstrates to students how quality of service can often define the success of a tourism business. Vocabulary: attentiveness attitude complaint composure courteous customer service feedback greeting proactive listening repeat customers troubleshooting turbulence word-of-mouth</p>	<p>Lesson 15 Questions *In your opinion, what is the most important characteristic of customer service, and why? *What is your favorite place to eat or your favorite entertainment business? 1. Are the employees who work there part of the reason you like it? 2. What do the employees do that make it such a good place to go? If this service were not provided, would the business still be as successful? 3. Is this the most important service an employee can provide to customers, or one of the least important?</p>	<p>Lesson 15 Objectives *Identify and define key customer service concepts *Explain important characteristics of good customer service *Identify businesses that offer good customer service *Evaluate problems and solutions in different customer service situations *Perform a skit demonstrating good customer service characteristics</p>	<p>NAF On-line curriculum and resources.</p> <p>Internet Resources in Curriculum</p>
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<p>Lesson 16 23B</p> <p>Lesson 16 2(B) (2A.3)</p> <p>Lesson 16 1A 1B 1C 2A 2B 3B 4B 4F 6A 6E 19B</p>	<p>(3)The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives</p> <p>(5)The student knows that distribution channel members facilitate the movement of products.</p> <p>(6) The student knows that financial planning is necessary for the marketer's success and solvency.</p> <p>(8)The student knows that pricing has policies, objectives, and strategies.</p> <p>(10) The student knows that successful marketers must develop, implement, and evaluate a promotional plan.</p>	<p>Lesson 16 Hospitality and Tourism Sales Students explore how to sell hospitality and tourism products and services including transportation, lodging, dining, and entertainment businesses.</p> <p>Vocabulary: aggressive close the sale customer advocate down payment sales channel tactic target consumers</p> <p>Unit 8: Careers in Hospitality and Tourism Students will explore career opportunities in the industry.</p>	<p>Lesson 16 Questions *How hard was it to sell your product and why? *Is there something you would have done differently if you didn't have to follow the prompt?</p>	<p>Lesson 16 Objectives *Demonstrate an understanding of different types of sales tactics *Evaluate different sales channels *Create an effective sales plan for a vacation package *Develop and practice a personal selling style and sales tactics</p>	<p>NAF On-line curriculum and resources.</p> <p>Internet Resources in Curriculum</p>
<p>Lesson 17 4C 6A 6E 8A 8B</p>	<p>(3)The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives</p> <p>(4)The student knows the impact and value of diversity</p> <p>(6) The student knows that financial planning is necessary for the marketer's success and solvency.</p> <p>(13)The student knows the role of selling in a private enterprise.</p>	<p>Lesson 17 Working in the Industry This lesson provides information about existing jobs within the industry as well as the types of employment available to experienced job seekers looking for a consulting or entrepreneurial role. Students are encouraged to consider their own goals and qualifications in the context of these positions.</p> <p>Vocabulary: consulting disseminate entry level mean salary service sector</p>	<p>Lesson 17 Questions *What are some of the hospitality and tourism roles that you learned about in this course? (Prompt students to remember such roles as: hotel manager, concierge, waiter, host, flight attendant, travel agent, tour guide, and cruise ship director.) *If you had to choose one job from hospitality and tourism to have in the future, which one would you pick? Why? *What do you think would be the best part of working in hospitality and tourism? * What do you think would be the most challenging?</p>	<p>Lesson 17 Objectives *Explain the types of jobs that are available in the industry *Describe entry-level jobs in the industry and corresponding qualifications *Evaluate which jobs are most suitable based on personal interests and skills *Develop effective responses to common job interview questions</p>	<p>NAF On-line curriculum and resources.</p> <p>Internet Resources in Curriculum</p>

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	<p style="text-align: center;">11th Grade English TEKS Principles of Hospitality and Tourism Curriculum</p>	<p style="text-align: center;">11th Grade United States (Social Study) TEKS Principles of Hospitality and Tourism Curriculum</p>	<p style="text-align: center;">Algebra II TEKS Principles of Hospitality and Tourism Curriculum</p>	<p style="text-align: center;">Science (Conceptual Physics) TEKS Principles of Hospitality and Tourism Curriculum</p>	
	<p>1ABC Write in a voice and style appropriate to audience and purpose organizing ideas to ensure coherence and development to include narrative, procedure, summary and resume.</p> <p>2A Use prewriting strategies to generate ideas, develop voice, and plan</p> <p>2B Develop drafts (both alone and collaboratively) by organizing and reorganizing content and by refining style to suit occasion audience, and purpose.</p> <p>3B Demonstrate control over grammatical elements such as subject-verb agreement, verb forms, and parallelism</p> <p>4B Use writing to discover, organize, and support what is known and what needs to be learned about a topic</p> <p>4C Combine information from primary and secondary sources in systematic ways using available technology</p> <p>4D Represent information in a variety of ways such as graphics, conceptual maps and learning logs</p> <p>4F Compile written ideas and representations into reports, summaries, or other formats and draw conclusions</p> <p>5A Evaluate writing for both mechanics and content</p> <p>5B Respond productively to peer review of his/her own work.</p> <p>6E Use reference material such as glossary,</p>	<p>2B Analyze the economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, and the rise of big business</p> <p>3D Analyze major issues raised by U.S. involvement in World War I</p> <p>11A Identify the effects of population growth and distribution and predict future effects on the physical environment</p> <p>14B Identify the causes and effects of prosperity in the 1950's</p> <p>14D Identify actions of government and private sector to expand economic opportunities to all citizens</p> <p>20D Analyze the relationship between culture and the economy and identify examples such as the impact of the entertainment industry on the US economy</p> <p>20E Identify the impact of popular American culture on the rest of the world</p> <p>22C Analyze the impact of technological innovations on the</p>	<p>2B Use algebraic methods, graphs, tables, or matrices to solve systems of equations or inequalities</p> <p>2A.3 Foundations for functions--- The student formulates systems of equations and inequalities from problem situations, uses a variety of methods to solve them, and analyzes the solutions in terms of the situations</p>	<p>4B Analyze examples of uniform and accelerated motion including linear, projectile, and circular</p> <p>4E Identify and describe motion relative to different frames of reference</p>	



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	<p>dictionary, (thesaurus, and available technology) to determine precise meanings, usage, and origin</p> <p>6A Expand vocabulary through wide reading, listening, and discussing</p> <p>7A Establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems</p> <p>7B Draw upon his/her own background to provide connection to texts</p> <p>7F Produce summaries of texts by identifying main ideas and their supporting details</p> <p>7G draw inferences such as conclusions, generalizations, and predictions and support them with text evidence (and experience)</p>	<p>nature of work, the American labor movement, and businesses</p> <p>23B Explain how technological innovations in areas such as space exploration have led to other innovations that affect daily life and the standard of living</p>			
	<p>TEKS</p>				