**2022 - 2023**

**Florida Department of Education**

**Curriculum Framework**

**Program Title: Hospitality and Tourism Management**

**Program Type: Career Preparatory**

**Career Cluster: Hospitality & Tourism**

| **Secondary – Career Preparatory** |
| --- |
| Program Number | 8703100 |
| CIP Number | 0252090101 |
| Grade Level | 9-12 |
| Standard Length | 5 credits |
| Teacher Certification | Refer to the **Program Structure** section. |
| CTSO | DECAFBLAFCCLA |
| SOC Codes  | 43-4081 – Hotel, Motel, and Resort Desk Clerks43-4051 - Customer Service Representative13-1121 – Meeting Convention and Event Planners11-9081 – Lodging Managers |
| CTE Program Resources | <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>  |

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality & Tourism career cluster.

The content includes but is not limited to coursework that prepares students for employment in the hospitality & tourism industry as reservation and transportation agents, travel destination specialists, tour operators, transportation attendants, cruise ship consultants, or to provide supplemental training for those persons previously or currently employed in these occupations. This program includes components on planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of 5 credits.

To teach the course(s) listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Course Number | Course Title | Teacher Certification | Length | SOC Code | Level | Graduation Requirement |
| 8850110 | Introduction to Hospitality & Tourism | FAM CON SCIHOTEL TRNG 7 GMKTG MGMT @7 7 GTRANSPORT @7 7 GTC COOP ED @7BUS ED 1 @2MKTG 1 @2 | 1 credit | 43-4081 | 2 |  |
| 8703110 | Technology for Hospitality & Tourism | 1 credit | 43-4051 | 2 |  |
| 8703120 | Hospitality & Tourism Marketing Management | 1 credit | 13-1121 | 3 |  |
| 8845130or8800420 | Hospitality & Tourism InternshipORHospitality & Tourism Cooperative Education - OJT | ANY CTE FIELD OR COVERAGE | 1 credit | 43-4081 | 2 |  |
| 8703130 | Hospitality & Tourism Entrepreneurship | FAM CON SCIHOTEL TRNG 7 GMKTG MGMT @7 7 GTRANSPORT @7 7 GTC COOP ED @7BUS ED 1 @2MKTG 1 @2 | 1 credit | 11-9081 | 3 |  |

*(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)*

**National Standards (NS)**

This program has been aligned to the [National Standards for Family and Consumer Sciences Education](http://nasafacs.org/index.html) developed by the National Association of State Administrators of Family and Consumer Science (NASAFACS). The NASAFACS is an affiliate of the Family and Consumer Science division of the Association for Career and Technical Education (ACTE). The NASAFACS and ACTE are members of the American Association of Family & Consumer Science’s (AAFCS) FCS Alliance.

**Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

**Standards**

After successfully completing this program, the student will be able to perform the following:

1. Identify careers in the hospitality and tourism industry.
2. Research the various aspects of the hospitality and tourism industry.
3. Demonstrate employability skills necessary for success in hospitality and tourism occupations.
4. Examine communication and technology skills in the hospitality and tourism industry.
5. Examine the guest cycle process.
6. Examine economic principles relative to the hospitality and tourism industry.
7. Examine marketing and business fundamentals as they relate to the hospitality and tourism industry.
8. Recognize mathematical operations related to hospitality and tourism operations.
9. Identify and describe the organizational structures and operations within various industry properties.
10. Research conservation and sustainable initiatives in the hospitality industry.
11. Identify functions of computer reservations systems utilized in the hospitality & tourism industry.
12. Assess the impact of technology and automation on the travel reservation industry.
13. Investigate current technology security methods in the hospitality & tourism industry.
14. Operate computer systems and the internet.
15. Demonstrate an understanding of the guest cycle as it relates to technology.
16. Apply employability skills necessary for success in the hospitality & tourism industry.
17. Identify sales techniques and procedures appropriate for use in the hospitality and tourism industry.
18. Demonstrate sales and customer service skills and techniques in the selling of hospitality & tourism products.
19. Identify and demonstrate personal and business ethics related to management and marketing.
20. Apply higher level mathematical skills unique to hospitality & tourism marketing and management plans.
21. Summarize the value and uses of the internet for hospitality & tourism marketing, including communication and evolving technology.
22. Compare and contrast the needs of a business vs. leisure traveler.
23. Demonstrate knowledge and organizational skills related to meetings, conventions, conference travel, and event planning.
24. Identify and analyze marketing and business fundamentals related to the different industries within the hospitality & tourism industry (i.e.: cruise/air travel/ ground travel/lodging industry/leisure travel/tour packages).
25. Explain strategies for selling hospitality & tourism products.
26. Develop a marketing plan and sales promotion tool for hospitality & tourism
27. Identify and demonstrate management skills needed to succeed in hospitality & tourism.
28. Demonstrate effective Guest Services Management (GSM) skills.
29. Identify the financial goal of a hotel or lodging property.
30. Examine facts and principles related to the branding process.
31. Explain the value and importance of marketing research.
32. Compare and contrast franchise vs. corporate owned vs. private market segments.
33. Compare and contrast marketing concepts, advertising and public relations.
34. Discuss the value, importance and trends related to internet marketing and social media.
35. Illustrate effects of climate and geographic locations that affect the marketplace.
36. Demonstrate communication and human relations skills necessary for success in hospitality and tourism occupations.
37. Identify federal laws, legislation and regulations related to the hospitality industry.
38. Demonstrate an understanding of current conservation and sustainable practices in the hospitality industry.
39. Exhibit the ability to follow state mandated guidelines for food service.
40. Apply safety and sanitation procedures in the handling, processing and storing of food products.
41. Demonstrate worker safety procedures with food product and processing equipment and facilities.
42. Summarize the procedures for food service operations.
43. Explain the daily sanitation operations of a food service facility.
44. Perform critical job skills.
45. Display professional work habits.
46. Demonstrate ethical behavior.
47. Perform designated job skills.
48. Demonstrate work ethics.
49. Apply entrepreneurship skills.
50. Demonstrate management skills.
51. Analyze federal, state and local tax regulations and laws in relation to hospitality and tourism entities.
52. Apply effective verbal and non-verbal communication skills (i.e. written, electronic, conflict resolution).
53. Demonstrate proficiency with technology and equipment use.
54. Demonstrate employability skills necessary for success.
55. Apply customer service skills.
56. Display ethical behavior in the workplace.
57. Describe and demonstrate personnel supervision techniques.

**2022 - 2023**

# Florida Department of Education

# Student Performance Standards

**Course Title: Technology for Hospitality & Tourism**

**Course Number: 8703110**

**Course Credit: 1**

## Course Description:

This course is designed to provide an introduction to computer technology and to develop entry-level skills for computer-related careers in the hospitality & tourism industry.

|  |  |
| --- | --- |
| **CTE Standards and Benchmarks** | **National Standards** |
| 1. Identify functions of computer reservation systems utilized in the hospitality & tourism industry. The student will be able to:
 | 10.5 |
| * 1. Identify major travel computerized reservation systems.
 |  |
| * 1. Demonstrate an awareness of emerging technologies and how they relate to the hospitality and tourism industry (online booking engines, VRBO, etc.).
 |  |
| * 1. Identify ethical issues resulting from technological advances (e.g., computer snooping, hacking), cybersecurity, room-block piracy) and how they relate to the hospitality and tourism industry.
 |  |
| * 1. Identify and perform routine tasks of computer reservations agents (e.g., creating Passenger Name Records [PNRs], retrieving/maintaining/modifying PNRs, airspace, quoting airfares, pricing itineraries, rental cars, hotel accommodations).
 | 10.5.6 |
| * 1. Use technological tools to create aesthetic itineraries (e.g. brochures, promotional material, etc.).
 | 10.5.4 |
| * 1. Identify and demonstrate personal responsibility, ethics and integrity when citing sources of required travel documents.
 | 10.5.5 |
| * 1. Describe components of each of the different industry areas within the H&T industry: ground transportation, cruise, shared economy, emerging fields, air, lodging, food & beverage, retail and corporate travel, leisure and recreation, conventions, special events, sports venues.
 |  |
| * 1. Identify the tasks performed by computer reservations agents.
 |  |
| * 1. Explain the ticketing process.
 |  |
| 1. Assess the impact of technology and automation on the travel reservation industry. The student will be able to:
 |  |
| * 1. Research current trends in the use of technological devices in the hospitality & tourism industry.
 |  |
| * 1. Analyze major uses and effects of the technological devices related to the hospitality & tourism industry.
 |  |
| * 1. Contrast the value-added services offered by a travel consultant vs. online/cloud services.
 |  |
| 1. Investigate current technology security methods in the hospitality & tourism industry. Student will be able to:
 | 10.6 |
| * 1. Identify technology resources to deal with security issues (cameras, fingerprinting, facial recognition, etc.)
 |  |
| * 1. Define the role of artificial intelligence in the Hospitality & Tourism industry.
 |  |
| * 1. Identify technological solutions to minimize security issues in the Hospitality & Tourism industry (i.e. cyber security, hacking, room access, etc.).
 |  |
| * 1. Identify security procedures that protect consumers (room security, seat selection, table reservations, etc.).
 |  |
| 1. Operate computer systems and the internet. The student will be able to:
 |  |
| * 1. Use information technology tools specific to hospitality service careers to access, manage and create information (indeed, Monster, etc.).
 |  |
| * 1. Understand the role of the “cloud” as it relates to the Hospitality & Tourism industry.
 |  |
| * 1. Describe types of technology used to manage hospitality service operations.
 |  |
| * 1. Explain how availability, room status, and other standard operating guidelines are used to manage inventory.
 |  |
| * 1. Explain how methods of payment are established with arriving guests to clarify payment procedures.
 |  |
| * 1. Explain how personal information management systems are used manage guest data.
 |  |
| * 1. Utilize Internet/”cloud” fundamentals (i.e. email, portals/search engines, etc.).
 |  |
| * 1. Identify and describe the function of office technology equipment (i.e. scan, fax, etc.).
 |  |
| * 1. Utilize software to generate promotional materials (i.e. webpage, infographics, etc.) for the Hospitality & Tourism industry.
 |  |
| * 1. Compare the uses of various customer relation managements used to communicate quickly.
 |  |
| * 1. Utilize technology as a research tool to answer client questions.
 |  |
| * 1. Analyze the evolution of technology on the hospitality & tourism industry (i.e., liquor portion control system, hospitality information systems, food and beverage information systems, club management software).
 |  |
| * 1. Use personal technological devices appropriately (e.g. cell phones, mobile devices, and computers).
 |  |
| * 1. Demonstrate telephone etiquette for placing, answering, placing on hold, transferring telephone calls and recording and relaying accurate messages.
 |  |
| * 1. Utilize common office production software to create presentations (such as spreadsheet, database, presentation and word-processing).
 |  |
| 1. Demonstrate an understanding of the guest cycle as it relates to technology. The student will be able to:
 |  |
| * 1. Explain how social media and electronic feedback/ reviews impact guest relations.
 | 10.3 |
| * 1. Explain procedures to meet guest wants and needs.
 | 10.3 |
| * 1. Evaluate current and emerging technologies to improve guest services.
 | 10.3 |
| * 1. Summarize the importance of check-out procedures to ensure guest satisfaction.
 | 10.3 |
| * 1. Describe the necessary information collected during the reservation process.
 | 10.3 |
| 1. Apply employability skills necessary for success in the hospitality & tourism industry. The student will be able to:
 |  |
| * 1. Use technology to investigate key career skills necessary to be successful in the hospitality & tourism industry (e.g., geography, sales, customer service, telephone, computer, foreign language, and math, written and oral communication).
 | 10.1.3 |
| * 1. Research currently available job opportunities and/or post-secondary programs.
 | 10.1.2 |
| * 1. Understand required elements of and create/update a resume and cover letter.
 | 10.1.5 |
| * 1. Evaluate and update career portfolio.
 | 10.1.5 |
| * 1. Assess skills needed for a successful interview.
 | 10.1.6 |
| * 1. Participate in community leadership and teamwork opportunities to enhance professional skills.
 |  |
| * 1. Demonstrate a proactive understanding of self-responsibility and self-management.
 |  |
| * 1. Identify and demonstrate appropriate attire for interviews and workplace.
 |  |
| * 1. Understand the importance of personal hygiene.
 |  |
| * 1. Identify and demonstrate positive work behaviors and personal qualities for employability.
 |  |
| * 1. Identify the rules of written and electronic communication (i.e.: positive first impressions, recording accurate message, etc.).
 |  |

**Additional Information**

**Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

**Academic Alignment**

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T.  (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020.  Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

**Florida Standards for English Language Development (ELD)**

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org .

**Special Notes**

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

**Students who choose the internship option must work a minimum of 150 hours to earn one credit**. Introduction to Hospitality & Tourism, Technology for Hospitality & Tourism and Hospitality & Tourism Marketing Management should be completed prior to enrollment in Hospitality and Tourism Internship. Each student intern is required to have a job performance skills plan, signed by the student/intern, teacher, and employer. This plan should include competencies developed through classroom experiences, a list of on-the-job duties and tasks to be performed, and identification of student performance standards. The Hospitality & Tourism Internship may provide paid or non-paid work experience based on the needs of the student and availability of positions.

**Career and Technical Student Organization (CTSO)**

Family, Career and Community Leaders of America (FCCLA); Future Business Leaders of America (FBLA) and Florida DECA are the intercurricular career and technical student organizations providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

**Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

**Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student’s Individual Educational Plan (IEP) or 504 plan or postsecondary student’s accommodations’ plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed.  Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems.  Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs.  Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course.  Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course.  If needed, a student may enroll in the same career and technical course more than once.  Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course.  After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately.  The district’s information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

**Additional Resources**

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.