# Scope & Sequence

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| Course Name: Hospitality Services **TSDS PEIMS Code:** 13022800 | | **Course Credit:** 2.0  **Course Requirements:** This course is recommended for students in Grades 11-12.  **Prerequisites:** None.  **Recommended Prerequisites:** Principles of Hospitality and Tourism, Hotel Management, and Travel and Tourism Management. | |
| **Course Description:** Hospitality Services provides students with the academic and technical preparation to pursue high-demand and high-skill careers in hospitality related industries. The knowledge and skills are acquired within a sequential, standards-based program that integrates hands-on and project-based instruction. Standards included in the Hospitality Services course are designed to prepare students for nationally recognized industry certifications, postsecondary education, and entry-level careers. In addition, Hospitality Services is designed so that performance standards meet employer expectations, enhancing the employability of students. Instruction may be delivered through laboratory training or through internships, mentoring, or job shadowing. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 350 Periods  15,750 Minutes  262.5 Hours\* | | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | | **TEKS Covered**  **130.260. (c) Knowledge and skills** |
| **Unit 1: Overview of Hospitality Services**  During this introductory unit, students will expand their knowledge about lodging, travel and tourism, recreation, amusements, attractions, and food/beverage operations encompassed within the hospitality and tourism industry. Students should be able to distinguish between the terms that are commonly interchanged: hospitality, hotel and lodging, food and beverage, tourism, recreation, catering, institutional food, event planning, convention and trade shows, and ecotourism. Students will analyze the hospitality, recreation, and tourism industry in relationship to historical developments/changes, broad segments of the markets and various motivations for travel. | 20 Periods  900 Minutes | | 5. The student uses information technology tools specific to hospitality service careers to access, manage, integrate, or create information. The student is expected to:  (B) research website information on hospitality service operations; and  9. The student understands roles within teams, work units, departments, organizations, inter-organizational systems, or the larger environment. The student is expected to:  (E) describe current industry collaborations or trends that provide more inclusive products or services to customers  12. The student uses technological knowledge and skills required in travel and tourism. The student is expected to:  (A) develop technical vocabulary for lodging, food and beverage service, recreation, and travel;  (D) compare and contrast products and services from related industries. |
| **Unit 2: Hospitality Services Departmental Organization**  Throughout this unit, students will learn the importance of collaboration and teamwork between the units, departments, organizations, and inter-organizational systems of the hospitality and tourism industry. Students will broaden their understanding of the organizational structure and operations among the hospitality and tourism industry. As a result, students will also increase their awareness of the different types careers available in the industry. | 30 Periods  1,350 Minutes | | 1. The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) apply advanced reading, writing, and mathematical skills necessary in the hospitality industry  3. The student researches career opportunities and qualifications to broaden awareness of careers available in the hospitality industry. The student is expected to:  (K) develop a written organizational policy to ensure successful hospitality operations such as guest satisfaction and employee success; and  (L) research the major duties and qualifications for hospitality managerial positions.  9. The student understands roles within teams, work units, departments, organizations, inter-organizational systems, or the larger environment. The student is expected to:  (D) evaluate inventory management systems used in the hospitality industry to result in profitable operations; and  (F) compare and contrast organizational structures of operations such as lodging, food and beverage, travel, and recreation. |
| **Unit 3: Guest Relations and Quality Customer Service**  This unit will continue the development of students’ communication and customer service skills as required by the hospitality and tourism industry. Students will learn the necessity of anticipating, recognizing, and responding to guests’ needs. Students will learn to exhibit positive public relations skills amid unexpected situations through active listening, and conflict management. Students should be able to interpret verbal and nonverbal behaviors to communicate with clients and coworkers. Students will continue to learn that quality service is integral to the success of this business and industry. | 35 Periods  1,575 Minutes | | 2. The student uses communication skills in the creation, expression, and interpretation of information and ideas. The student is expected to:  (A) interpret communication such as verbal and non-verbal;  (B) recognize and respond to guest needs;  (C) develop listening skills to accurately process messages for guests;  (D) exhibit public relations skills; and  (E) recognize alternate communication services to assist customers with specialized needs.  6. The student applies leadership, teamwork, and critical-thinking skills in collaboration with others to accomplish organizational goals or objectives. The student is expected to:  (C) evaluate methods of conflict-management skills to facilitate appropriate solutions;  (D) resolve unexpected situations in customer service;  (F) value cultural diversity of guests.  9. The student understands roles within teams, work units, departments, organizations, inter-organizational systems, or the larger environment. The student is expected to:  (B) create a detailed customer service plan or process to provide maximum customer service |
| **Unit 4: Hotel Services**  Throughout this unit, students will gain applicable knowledge and skills while exploring hotel services. Students will be able to classify various types of lodging properties (e.g., hotels, motels, resorts, timeshares, bed & breakfasts, country inns, camp grounds, dude ranches, casinos, etc.) based on operations, target markets, location and other factors. Students will distinguish between amenities and services provided by limited and full service properties. Students will also understand how room rates are established and how room availability is determined. Furthermore, students will learn the applicable processes once a guest has made a room reservation, from registration to check-out procedures. | 30 Periods  1,350 Minutes | | 11. The student uses technological knowledge and skills required in hotel services. The student is expected to:  (A) describe the necessary information collected during the registration process;  (B) explain how room rates are established;  (C) explain how standard operating guidelines such as availability, room status, and guest satisfaction are used to assign rooms to arriving guests;  (D) examine the account settlement procedures on different methods of payment;  (E) explain how a hotel's computer system is used to create guest accounts; and  (F) summarize correct check-out procedures to prevent oversights or errors. |
| **Unit 5: Food and Beverage Services**  During this unit, students will gain pertinent knowledge and skills while exploring food and beverage services. Students will analyze the elements necessary for successfully operating a food and beverage business including being able to identify and define the roles of the Front of the House (FOH) employees versus Back of the House (BOH) employees. Through hands-on and project-based learning, students will understand that food and beverage services should align to company standards and can be done by evaluating prepared foods and their presentation; along the way students will also learn about kitchen equipment and practice basic nutrition skills. | 30 Periods  1,350 Minutes | | 10. The student uses technological knowledge and skills required in food and beverage service. The student is expected to:  (A) evaluate prepared foods for quality and presentation to set quality standards in accordance with company standards;  (B) practice basic nutrition skills by planning, preparing, and presenting quality foods; and  (C) evaluate types of kitchen equipment to match equipment with correct cooking methodology |
| **Unit 6: Human Resources**  This unit will allow students to examine the importance of ethics in the hospitality and tourism industry. Students will demonstrate skills in handling legal and liability issues and other human resources functions.  Students will analyze the current legislation through the lenses of hiring, harassment, and safety issues impacting the hospitality and tourism industry in Texas and across the nation. Students will identify and describe the importance of employee retention and training. Student will also understand generational and cultural gaps in the workplace and discuss the need to manage and respect diversity in the workplace. | 30 Periods  1,350 Minutes | | 4. The student reviews ethical and legal responsibilities or related conduct toward guests and employees within the establishment to maintain high industry standards. The student is expected to:  (A) examine laws regarding hiring, harassment, and safety issues;  (B) compare and contrast legal responsibilities and employer policies; and  (C) discuss ethical dilemmas  6. The student applies leadership, teamwork, and critical-thinking skills in collaboration with others to accomplish organizational goals or objectives. The student is expected to:  (A) demonstrate qualities that contribute to employee retention;  (B) formulate staff training plans to create an effective working team; and  (E) understand diverse employee cultures and customs |
| **Unit 7: Safety and Emergency Procedures**  This unit will expose students to the important regulations, safety standards, and sanitation practices that are implemented within this industry. Students will learn that such practices are in place to manage resources to minimize losses and liabilities to businesses in the industry. Students will determine the role of risk management in the hospitality and tourism industry including, but not limited to, discussions focusing on liability insurance, OSHA regulations, emergency situations, and security issues. | 30 Periods  1,350 Minutes | | 8. The student reviews the importance of management systems such as health, safety, and environmental and their function in performance and regulatory compliance. The student is expected to:  (A) determine local safety and sanitation requirements;  (B) explain how guests and property are protected to minimize losses or liabilities;  (C) outline safety and security issues and analyze solutions for individuals or groups in multiple environments to minimize risks;  (D) recognize potential, real, or perceived emergency situations such as a natural disaster or terrorist threat in order to respond appropriately;  (E) evaluate equipment for elements such as safety, functionality, and durability; and  (F) determine most appropriate sources of assistance such as self, coworkers, guests, the Federal Emergency Management Agency (FEMA), or first responders to use in varied emergency situations. |
| **Unit 8: Technology in Hospitality Services**  During this unit, students will identify and describe trends in the use of technology in the hotel/lodging industry, including the use of property management systems, as well as consumer and business websites such as Trip Advisor, Expedia, Travelocity, Hotels.com, and others. Identify and describe key websites that provide up-to-date information for Hospitality, Recreation and Tourism professionals to use in meeting the needs of business and leisure travelers (i.e., add key web sites here). | 25 Periods  1,125 Minutes | | 5. The student uses information technology tools specific to hospitality service careers to access, manage, integrate, or create information. The student is expected to:  (A) examine types of technology used to manage hospitality service operations;  (B) research website information on hospitality service operations; and  (C) evaluate current and emerging technologies provided by the hospitality industry. |
| **Unit 9: The Business of Hospitality Services**  Throughout this unit, students will explore the application of marketing and business fundamentals as they apply to the hospitality and tourism industry. Students will identify and describe factors that impact the profit margins of different types of businesses in the hospitality and tourism industry as well as evaluate the potential return on investment (ROI) per dollars spent on hospitality and tourism. Students will also describe and analyze the types of promotional strategies and media used to promote businesses within the hospitality and tourism industry, and calculate the return on investment (ROI) for promotional strategies. | 35 Periods  1,575 Minutes | | 1. The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) apply advanced reading, writing, and mathematical skills necessary in the hospitality industry; and  (B) understand and develop marketing techniques  7. The student applies marketing strategies independently and in teams. The student is expected to:  (A) select and assemble effective marketing strategies;  (B) develop promotional packages;  (C) devise strategies for maximizing profit; and  (D) create a business plan.  9. The student understands roles within teams, work units, departments, organizations, inter-organizational systems, or the larger environment. The student is expected to:  (A) implement a set of operating procedures that results in profitable operations; and  (C) prepare a staffing guide to schedule various staff positions |
| **Unit 10: Tourism**  In this unit, students will compare and contrast the various types and usage of transportation options such as cruise and ferry, air, rail and ground transportation available to various destinations in the U.S. and abroad. Students will evaluate the role of travel agencies in the hospitality and tourism industry by exploring the advantages and disadvantages of using a travel agent. Students will be able to outline the type of research that should be conducted prior to developing a marketing plan for a selected hotel/lodging property or tourism package. | 20 Periods  900 Minutes | | 12. The student uses technological knowledge and skills required in travel and tourism. The student is expected to:  (B) compare and contrast diverse transportation options;  (C) integrate various or diverse elements of the travel and tourism industry to create a personalized travel experience for a customer |
| **Unit 11: Employability Skills**  This unit will to continue students’ exploration of the professional standards and employability skills required by business and industry. Students will continue to develop their career portfolio, which is necessary to obtain employment in the hospitality and tourism industry. Students will grow to understand that responsibility, time management, organization, positive attitude, and good character have a large impact on employability and job retention. Additionally, students will be able to categorize and demonstrate the personality traits and professional/personal etiquette that are needed to succeed in the hospitality and tourism industry. | 35 Periods  1,575 Minutes | | 1. The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: 2. apply advanced reading, writing, and mathematical skills necessary in the hospitality industry 3. The student researches career opportunities and qualifications to broaden awareness of careers available in the hospitality industry. The student is expected to: 4. outline a plan for an effective job search, including developing a resume; 5. demonstrate flexibility to learn new knowledge and skills; 6. prioritize work responsibilities and life responsibilities; 7. develop an electronic career portfolio; and   (E) compare and contrast personal strengths and weaknesses that may determine individual potential for growth within the hospitality industry; and   1. demonstrate appropriate business and personal etiquette |
| **Unit 12: Hospitality Services Career Development**  Students will learn and be able to provide examples of job related advancement in the hospitality and tourism industry including opportunities from formal education to internships, etc. Students will understand the necessity of developing the social and leadership skills necessary for a successful career and will be able to distinguish between management and leadership positions within the hospitality and tourism industry. Students will also be able to identify and describe the work ethic needed for career advancement in the hospitality and tourism industry (e.g., skill sets, work schedules, travel/relocation, teamwork, communication skills, flexibility and adaptability etc.). | 30 Periods  1,350 Minutes | | 1. The student researches career opportunities and qualifications to broaden awareness of careers available in the hospitality industry. The student is expected to:   (F) explain what is needed to achieve job advancement;  (G) understand the role of professional organizations or industry associations;  (H) research the procedures for licensure, certification, or credentials for a chosen occupation; and  (I) analyze future employment outlooks; |