Hospitality, Tourism, and Recreation (HTR) 1
Grades 10-12

Units of Credit: One Semester (Elective)

Prerequisites: None

Course Description:
Hospitality, Tourism, and Recreation 1 is designed to acquaint students with the scope and economic impact of the hospitality, tourism and recreation industry. Major components will be recreation and leisure, meeting and event planning, restaurants, tourism, travel, food and lodging. Teaching strategies will include fieldtrips, guest speakers, technology aided presentations, lecture, reading assignments, and testing. Technology will be an integral part of this course. Assessment tools will include student assignments, written tests, student projects, presentations, and class participation.

Topics:
- History
- Tourism: Epoch, organizations, economic impact, promoters, social and cultural impact
- Hotel business: development and classifications
- Hotel and rooms division
- Hotel operations: food and beverage division
- Restaurant business: development and classification
- Restaurant operation
- Noncommercial food service and management
- Recreation and leisure
- Meetings, conventions, and expositions
- Marketing, human resources, and culture
- Leadership
- Management service and professionalism
- Cars, planes, cruise ships, and trains as means of travel

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

STANDARD 1: Students experience various career opportunities and assess personal career pathways.
Benchmark 1:
Explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career goals.
Learning Targets (*Type*):
1. I can use Montana Career Information Systems (MCIS) and/or other systems or web resources to investigate and evaluate my personal interests, aptitudes and abilities. *(K,S)*
2. I can formulate tentative career goals. *(R)*

3. I can evaluate approaches for meeting my goals. *(R)*
Benchmark 2:
Utilize local resources to research career plans.
Learning Targets (*Type*):
1. I can identify local resources to develop career plans. *(K,S,R)*
2. I can contact my school career counselor or teacher to pursue career pathways. *(S)*
Benchmark 3:
Recognize the interrelationships of family, community, career, and leisure roles.
Learning Targets (*Type*):
1. I can describe the importance of balance between family and community in regards to career. *(K,R)*
2. I can compare and contrast the needs of career and leisure activities and how they relate to and/or affect family and community. *(K,R)*

STANDARD 2: Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management)
Benchmark 1:
Prepare a budget and keep financial records.
Learning Targets (*Type*):
1. I can research and report cost of materials and time. *(K)*
2. I can document financial inputs and outputs. *(K)*
3. I can identify the necessity to maintain accurate financial records. *(K,S)*
4. I can stay within a fixed budget. *(S)*
Benchmark 2:
Prioritize, allocate time, prepare and follow schedules to complete a project.
Learning Targets (*Type*):
1. I can estimate the required time to complete a project. *(R)*
2. I can prioritize resources, equipment and tasks. *(R)*
3. I can reflect upon completion. *(R)*
Benchmark 3:
Apply appropriate time to task.
Learning Targets (*Type*):
1. I can implement a time schedule for task completion. *(R)*
Benchmark 4:
Use physical resources wisely to accomplish a goal.
Learning Targets (*Type*):
1. I can identify the resources necessary to accomplish the task. *(K,R)*
2. I can maintain the tools of the trade. *(S)*
3. I can maximize the use of my resources. *(K,S,R)*

STANDARD 3: Students acquire and utilize personal and leadership skills to become successful, productive citizens.
Benchmark 1:
Demonstrate active leadership skills by participation in group activities and projects.
Learning Targets (*Type*):

1. I can investigate various leadership styles. *(K)*
2. I can apply leadership styles in group activities and projects. *(S)*

Benchmark 2:
Demonstrate positive personal and work ethics.
Learning Targets (*Type*):
1. I can show up for class and work on time. *(S)*
2. I can develop personal and work related goals. *(R)*
3. I can describe ethical behavior in the workplace. *(K)*

Benchmark 3:
Demonstrate skills to be a productive citizen.
Learning Targets (*Type*):
1. I can develop professional relationships with community members. *(S)*
2. I can contribute to my community in a positive manner. *(S)*

Benchmark 4:
Apply self-esteem building practices.
Learning Targets (*Type*):
1. I can define and provide evidence of my strengths in my career interest areas. *(S,R)*
2. I can persevere through set backs and stay focused on my goals. *(S)*

Benchmark 5:
Demonstrate appreciation for diverse perspective needs and characteristics.
Learning Targets (*Type*):
1. I can develop a working relationship with diverse populations. *(S)*
2. I can demonstrate communication skills that contribute to positive relationships. *(S)*
3. I can work to understand diverse points of view. *(S,R)*

Benchmark 6:
Practice several methods of effective communication.
Learning Targets (*Type*):
1. I can demonstrate good listening skills. *(S)*
2. I can effectively communicate verbally through collaborative projects. *(S)*
3. I can develop quality written professional communications. *(S)*

STANDARD 4: Students acquire and demonstrate current technical skills leading to an occupation.
Benchmark 1:
Practice technical skills and procedures required for an occupation.
Learning Targets (*Type*):
1. I can describe a brief history of tourism from the Greeks and Romans to the present day. *(K)*
2. I can outline the scope of tourism and identify the major influences on the increase of tourism, the various modes of travel, and the key organizations and the role they play from a global to a local perspective. *(K.R)*
3. I can illustrate the various forms of hotel development, types of hotels, their classification, and describe the way hotels cater to the business and leisure traveler. *(K ,R)*
4. I can provide a hands-on perspective that details the rooms division, department functions and activities. *(K.S)*
5. I can explain the guest cycle from reservations to check out. *(K)*

6. I can list the duties and responsibilities of the key executives and department heads of a hotel. *(K)*
7. I and give details about the food and beverages departments and illustrate the duties and responsibilities of the key food and beverage executives. *(K.R)*
8. I can develop a mission statement and operating philosophy for a restaurant. *(K.R)*
9. I can plan a restaurant with consideration to marketing concepts, concept of the restaurant, location, ambiance, menu planning, and classification. *(P)*
10. I can discuss restaurant operations focusing on forecasting, purchasing, receiving, storage/issuing, food production, and service. *(K.R.S)*
11. I can outline the different noncommercial food service segments and describe factors that distinguish noncommercial food service operation from commercial ones. *(K)*
12. I can list the characteristics and trends in airline, military, elementary and secondary schools, colleges and universities, healthcare, business, and industry food service. *(K)*
13. I can plan a recreational experience for a person that improves the cultural, moral, and spiritual well-being of a person. *(P,K,S)*
14. I can distinguish between government-sponsored recreation, national parks, theme parks and clubs, and non commercial recreation for campus, armed forces, employees, and special populations. *(K)*
15. I can determine the difference between types of meetings, conventions, and expositions. *(K)*
16. I can outline the elements of marketing, sales, human resources, and culture that are common to all segments of the hospitality industry. *(K.R)*
17. I can present an overview of the characteristics and attributes of leaders, leadership styles, social responsibilities, and moral and ethical behavior. *(P,K.R)*
18. I can develop a philosophy, culture, mission, goals, objectives that expresses my feeling about the corporate model that could be incorporated into a tourism related business. *(K, S,P)*
19. I can compare and contrast methods of travel: car, train cruise ship, or plane. *(K)*
20. I can examine the development, growth, and future of the hospitality and tourism industry. *(R)*

Benchmark 2:
Practice safe and appropriate use of technology.
Learning Targets (*Type*):
1. I can use computer-based technology. *(K, S)*
2. I can write technical communications. *(K, S, P)*
3. I can communicate written information. *(K, S, P)*

Benchmark 3:
Select the appropriate tools, equipment, and procedures for the task.
Learning Targets (*Type*):
1. I can establish criteria for purchasing products and services. *(K, R)*
2. I can explain material control and product inventories necessary to meet customer and business requirements. *(K, R, P)*
3. I can identify factors that impact developing a budget including controllable expenses, restaurant accounting, operating rations, and controls. *(K, P, S, R)*

Benchmark 4:
Manage and maintain technological tools and follow troubleshooting protocol.
Learning Targets (*Type*):
NOT ADDRESSED IN THIS COURSE.
Benchmark 5:
Apply technical information to a variety of sources.
Learning Targets (*Type*):
1. I can examine cultural diversity and languages and implement these factors in my work environment. *(K, R)*

STANDARD 5: Students know and demonstrate the requirements of the workplace through authentic application.
Benchmark 1:
Practice and demonstrate academic and technical skills to a workplace setting.
Learning Targets (*Type*):
1. I can practice, and demonstrate my technical workplace skills in my school lab. *(S)*
2. I can research, write and present on the technical content utilizing academic skills found in workplace settings. *(K,S,R)*
Benchmark 2:
Apply the concepts of entrepreneurship.
Learning Targets (*Type*):
1. I can explain the concepts of entrepreneurship. *(K)*
2. I can demonstrate the concepts of entrepreneurship through a unique project. *(K,S)*
3. I can present my unique project to an authentic audience. *(K,S,R,P)*
Benchmark 3:
Identify possible outcomes and consequences of decisions.
Learning Targets (*Type*):
1. I can identify possible consequences of carelessness and horseplay. *(K)*
2. I can explain potential outcomes of not following directions, (i.e. safety, guidelines, rubrics). *(K)*
Benchmark 4:
Use acceptable industry standard equipment in a school setting.
Learning Targets (*Type*):
1. I can successfully use acceptable industry standard equipment to produce an authentic product within budget constraints. *(KS,P)*