Hospitality, Tourism, and Recreation (HTR) 2
Grades 10-12

Units of Credit: One Semester (Elective)

Prerequisites: Successful completion of HTR 1 with a grade of "C" or higher, and/or Consent of Instructor

Course Description:
Hospitality, Tourism, and Recreation 2 builds upon skills developed in HTRE 1. This course encourages students to develop a deeper understanding of the exciting and diverse hospitality and tourism industry. While providing an understanding of the scope and complexity of the industry, the course covers key hospitality issues, management definitions, and career opportunities available in restaurants, hotels, theme venues, entertainment centers, cruise lines, and countless other hospitality and tourism businesses.

Topics:
- Business essentials
- Finance and measurement
- Human resource management
- Marketing
- Event planning
- Technology and future trends
- International travel
- Travel with children
- Group activity planning
- Maps and GPS
- Travel agencies
- First aid and safety
- Super host certification
- Construction of a business plan

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. *(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)*
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 and leisure activities. *(K)*
2 I can compare and contrast the needs of career and leisure activities and how they relate to and/or affect family and community. *(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. *(R,S)*
2. I can document financial inputs and outputs. *(S)*
3. I can identify the necessity to maintain accurate financial records. *(K)*
4. I can stay within a fixed budget. *(S,P)*
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. *(K)*
Benchmark 3:
Apply appropriate time to task.
Learning Targets (*Type*):
1. I can implement a time schedule for task completion. *(S)*
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)*
2. I can maintain the tools of the trade. *(S)*
3. I can maximize the use of my resources. *(S)*

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. *(R)*
2. I can apply leadership styles in group activities and projects. *(R)*

Benchmark 2:
Demonstrate positive personal and work ethics.
Learning Targets (*Type*):
1. I can arrive on time for class and work. *(S)*
2. I can develop personal and work related goals. *(K,P)*
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,P)*

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. *(K,S)*
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. *(K,S)*
2. I can demonstrate communication skills that contribute to positive relationships. *(S)*
3. I can work to understand diverse points of view. *(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. *(P)*

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 construct a comprehensive business plan, which will include financial, guest service strategies, human resource, marketing, event planning, and crisis response data. *(K,S,R,P)*
2. I can explain each of the four steps and conduct a SWOT analysis. *(K)*
3. I can differentiate the primary selection, hiring, training, and retention processes and formulate methods for applying the most effective procedures in class-based scenarios. *(K,S)*
4. I can use demographic data to identify target markets and align strategy. *(K,S,R)*
5. I can examine market forces affecting growth in the hospitality industry. *(K,S)*
6. I can successfully demonstrate skills related to industry standards and certifications. *(S,P)*

Benchmark 2:
Practice safe and appropriate use of technology.

Learning Targets (*Type*):
1. I can examine the impact of and determine appropriate application of technological advances and new trends in the hospitality industry. *(K,S,R)*
2. I can explore technological advances driving efficiency and competition. *(K,S)*

Benchmark 3:
Select the appropriate tools, equipment, and procedures for the task.
Learning Targets (*Type*):
1. I can integrate and apply concepts and theories in the hospitality industry to derive valid solutions to in-class case studies and scenario-based activities. *(K,S,R)*
2. I can analyze operational issues and propose recommendations. *(K,S,R)*

Benchmark 4:
Manage and maintain technological tools and follow troubleshooting protocol.
Learning Targets (*Type*):
1. I can discuss the hospitality manager's role in creating a safe and secure environment. *(K)*

Benchmark 5:
Apply technical information to a variety of sources.
Learning Targets (*Type*):
1. I can research a hospitality provider and conduct an organizational analysis. *(K,S,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. *(R,S,P)*

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. *(R,S)*
3. I can present my unique project to an authentic audience. *(S,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). *(R)*

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. *(S,R,P)*