HOSPITALITY AND TOURISM STANDARDS

Learning that works for Nevada
CTE™

This document was prepared by:

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CTE MISSION STATEMENT:

The Office of Career, Technical and Adult Education is dedicated to developing innovative educational opportunities for students to acquire skills for productive employment and lifelong learning.

NEVADA DEPARTMENT OF EDUCATION

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Superintendent of Public Instruction

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ACKNOWLEDGEMENTS

The development of Nevada career and technical standards and assessments is a collaborative effort sponsored by the Office of Career, Technical and Adult Education at the Department of Education and the Career and Technical Education Consortium of States. The Department of Education relies on teachers and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that truly measure student skill attainment. Most important, however, is recognition of the time, expertise and great diligence provided by the writing team members in developing the career and technical standards for Hospitality and Tourism.

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BUSINESS AND INDUSTRY VALIDATION

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally-recognized standards endorsed by business and industry.

The Hospitality and Tourism standards were validated through active participation of business and industry representatives on the development team.

PROJECT COORDINATOR

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INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Hospitality and Tourism program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

Content Standards are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

Performance Standards follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

Performance Indicators are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the English Language Arts and the Mathematics Common Core State Standards, and the Nevada State Science Standards. Where correlation with an academic standard exists, students in the Hospitality and Tourism program perform learning activities that support, either directly or indirectly, achievement of one or more Common Core State Standards.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to their program area. CTSOs are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the "soft skills" needed to be successful in all careers, and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards.

Program Name	Standards Reference Code
Hospitality and Tourism	HOST

Example: HOST.2.3.4

Standards	Content Standard	Performance Standard	Performance Indicator
Hospitality and Tourism	2	3	4

CONTENT STANDARD 1.0 : INVESTIGATE THE HOSPITALITY AND TOURISM INDUSTRY

PERFORMANCE STANDARD 1.1 : DESCRIBE THE PROFESSIONAL HOSPITALITY AND TOURISM INDUSTRY, HISTORY, AND TRADITIONS

1.1.1	Identify the key sectors of hospitality and tourism
1.1.2	Describe hospitality and tourism industry services and products
1.1.3	Explore the history of hospitality and tourism
1.1.4	Review the scope and role of the industry in the state, nationally, and internationally
1.1.5	Apply industry terminology

PERFORMANCE STANDARD 1.2 : DESCRIBE THE CURRENT TRENDS IN THE HOSPITALITY AND TOURISM INDUSTRY

1.2.1	Investigate current trends in hospitality and tourism
1.2.2	Evaluate the effects of current events on the hospitality and tourism industry
1.2.3	Recognize the personal needs of all guests, including those needing special accommodations (e.g., language, health, Americans with Disabilities Act [ADA] requirements, etc.)
1.2.4	Describe the impact of globalization on hospitality and tourism

PERFORMANCE STANDARD 1.3 : ANALYZE CAREER PATHS AND OPPORTUNITIES IN THE HOSPITALITY AND TOURISM INDUSTRY

1.3.1	Explore career and educational opportunities in hospitality and tourism
1.3.2	Investigate hospitality and tourism job descriptions, specifications, and requirements
1.3.3	Explore student and professional organizations associated with hospitality and tourism
1.3.4	Participate in a student, community, and/or professional organization's function
1.3.5	Wear and maintain professional workplace attire
1.3.6	Employ professional and ethical workplace behavior
1.3.7	Create a professional portfolio

CONTENT STANDARD 2.0 :	ACHIEVE FOUNDATIONAL KNOWLEDGE IN THE KEY SECTORS OF THE HOSPITALITY AND TOURISM INDUSTRY

PERFORMANCE STANDARD 2.1 :	DEMONSTRATE A BASIC UNDERSTANDING OF THE TRAVEL AND TOURISM SECTOR

2.1.1	Classify the theories of travel motivation
2.1.2	Compare and contrast the different modes of transportation
2.1.3	Explore state, national, and international organizations and promoters of tourism
2.1.4	Describe geographical locations, time zones, and seasons to create and enhance travel proposals
2.1.5	Identify current issues and trends in travel and tourism, including sustainability
2.1.6	Examine the importance of guest service
2.1.7	Analyze cultural diversity factors to enhance travel planning
2.1.8	Assess the types of documentation utilized in international travel
2.1.9	Explain ways that technology impacts travel and tourism
2.1.10	Prepare a travel itinerary and/or promotional package that matches guests' needs, wants, and expectations
2.1.11	Identify career paths in the travel and tourism sector

PERFORMANCE STANDARD 2.2 :	APPLY FOUNDATIONAL KNOWLEDGE AND SKILLS OF LODGING OPERATIONS

2.2.1	Differentiate among the types of lodging accommodations and guest amenities
2.2.2	Describe the role of franchising, independently operated companies, and management companies
2.2.3	Identify and examine the functions and relationships of the various lodging departments
2.2.4	Describe the roles and responsibilities of lodging staff and managers
2.2.5	Describe the stages of the guest experience
2.2.6	Compare the types of pricing strategies and challenges
2.2.7	Model the various reservation procedures
2.2.8	Explain various check-in and check-out procedures
2.2.9	Differentiate among the forms and records used by each department
2.2.10	Examine the equipment and supplies used by each department
2.2.11	Explore the role of technology in lodging operations
2.2.12	Identify career paths in the lodging sector

PERFORMANCE STANDARD 2.3 : APPLY FOUNDATIONAL KNOWLEDGE AND SKILLS OF FOOD AND BEVERAGE OPERATIONS

2.3.1	Examine food and beverage operations in various contexts
2.3.2	Compare and contrast the classification of food services operations
2.3.3	Explain front- and back-of-the-house operations and positions
2.3.4	Research cultural and dietary needs in regard to menu development
2.3.5	Evaluate components of menu design
2.3.6	Research costs, pricing, market demands, and marketing strategies to manage profitability in food and beverage operations
2.3.7	Examine the importance of guest service
2.3.8	Explain the importance of proper sanitation in food and beverage operations
2.3.9	Examine the equipment and supplies used in food and beverage operations
2.3.10	Explore the role of technology in food and beverage operations
2.3.11	Identify career paths in food service operations

PERFORMANCE STANDARD 2.4 : APPLY FOUNDATIONAL KNOWLEDGE AND SKILLS OF RECREATION, AMUSEMENT, AND ATTRACTIONS

2.4.1	Describe the diversity of recreational venues (e.g., amusements, attractions, gaming, etc.)
2.4.2	Research ideas needed to develop programs and/or products unique to each venue
2.4.3	Compare different ticket sales options to maximize revenue for recreation, amusement, and attraction venues that might require guest education
2.4.4	Analyze the merchandising, program, and product potential for different recreation, amusement, and attraction venues
2.4.5	Examine the importance of guest service
2.4.6	Explore the role of technology in recreation, amusement, and attractions (e.g., positive and negative)
2.4.7	Identify career paths in the recreation sector

PERFORMANCE STANDARD 2.5 : APPLY FOUNDATIONAL KNOWLEDGE AND SKILLS OF EVENT MANAGEMENT

2.5.1	Evaluate the purpose of an event
2.5.2	Compare and contrast different kinds of events (e.g., meetings, conventions, weddings, expositions, farmers' markets, birthday parties, etc.)
2.5.3	Define the components of event coordination, including themes, timelines, budgets, agendas, and itineraries
2.5.4	Prepare for distribution of event materials
2.5.5	Examine the role of third-party event coordinators
2.5.6	Examine the importance of guest service
2.5.7	Classify the forms and records necessary in event planning
2.5.8	Explore the role of technology in event management
2.5.9	Identify career paths in event management

PERFORMANCE STANDARD 2.6 :	APPLY FOUNDATIONAL KNOWLEDGE AND SKILLS OF SALES, CATERING, AND CONVENTION SERVICES

2.6.1	Explain the functions and roles of the sales, catering, and convention departments
2.6.2	Compare and contrast the working relationship and communication needed between the departments
2.6.3	Identify key market segments found in the group sales business
2.6.4	Implement a variety of sales methods and tactics to enhance guests' needs
2.6.5	Describe the various styles of catering operations and catered functions
2.6.6	Explain the steps and procedures necessary to book, execute, and evaluate group business (e.g., rooms, catering, and convention services)
2.6.7	Manage room layout and design for catered events
2.6.8	Examine the importance of guest service
2.6.9	Demonstrate knowledge of the documents used for sales and planning within banquet and catering operations
2.6.10	Explore the equipment, supplies, and technology used in sales, catering, and convention services
2.6.11	Discover current trends in catering menus and practices
2.6.12	Identify career paths in sales, catering, and convention services

CONTENT STANDARD 3.0 :   DEMONSTRATE GUEST SERVICE STRATEGIES WITHIN THE HOSPITALITY AND TOURISM INDUSTRY

PERFORMANCE STANDARD 3.1 :   DEFINE EXCEPTIONAL GUEST SERVICE

3.1.1	Analyze qualities and characteristics of an effective service professional
3.1.2	Demonstrate terminology, concepts, and principles associated with exceptional guest service
3.1.3	Compare and contrast company cultures and strategies for exceptional guest service
3.1.4	Discuss ways to manage and enhance the guest experience
3.1.5	Research methods to evaluate the guest experience

PERFORMANCE STANDARD 3.2 :   SUMMARIZE THE IMPORTANCE OF ADDRESSING GUEST COMPLAINTS

3.2.1	Describe procedures that properties can use to resolve guest complaints
3.2.2	Discuss the benefits of guest complaints
3.2.3	Identify guest retention and service strategies in relation to guest experiences
3.2.4	Practice proactive versus reactive techniques when interacting with guests

CONTENT STANDARD 4.0 : **APPLY FOUNDATIONAL KNOWLEDGE OF BUSINESS FUNCTIONS AS RELATED TO THE HOSPITALITY AND TOURISM INDUSTRY**

PERFORMANCE STANDARD 4.1 : **DEMONSTRATE AN UNDERSTANDING OF BASIC ECONOMIC SYSTEMS, COST-PROFIT RELATIONSHIPS, ECONOMIC INDICATORS/TRENDS, AND INTERNATIONAL CONCEPTS**

4.1.1	Describe the basic economic principles, including supply and demand, goods and services, and economic resources
4.1.2	Illustrate the concept of pricing
4.1.3	Explain the concept of competition and economic indices
4.1.4	Examine the nature of international trade
4.1.5	Explore the role of technology in business functions

PERFORMANCE STANDARD 4.2 : **UNDERSTAND THE TECHNIQUES AND SYSTEMS OF HUMAN RESOURCES MANAGEMENT**

4.2.1	Describe the purpose and application of policies and procedures
4.2.2	Identify types and functions of organizational charts
4.2.3	Interpret a staffing and scheduling plan
4.2.4	Assess employee performance
4.2.5	Discuss employee compensation, benefits, and payroll processes
4.2.6	Analyze human resource records
4.2.7	Differentiate among various management styles and techniques
4.2.8	Explain the roles of orientation, training, and human resources development

PERFORMANCE STANDARD 4.3 : **EXPLORE FINANCIAL MANAGEMENT IN THE HOSPITALITY AND TOURISM INDUSTRY**

4.3.1	Estimate the impact of business cycles on business activities
4.3.2	Explain the purpose of a budget
4.3.3	Differentiate between revenues, expenses, profit, and loss
4.3.4	Analyze the impact of operating costs on profitability
4.3.5	Define revenue management concepts and functions (e.g., RevPAR [revenue per available room], yield management, etc.)
4.3.6	Compare and contrast independent versus franchise operations
4.3.7	Review the effects of globalization on the industry

PERFORMANCE STANDARD 4.4 :   DESCRIBE PURCHASING PRACTICES AND PROCEDURES

4.4.1	Explain purchasing activities to obtain business supplies, equipment, and services
4.4.2	Describe the distribution channel
4.4.3	Discuss the major purchasing objectives
4.4.4	Examine purchasing specifications
4.4.5	Explore security problems associated with the purchasing function
4.4.6	Discuss selection, purchasing, receiving, and storage of various hospitality and tourism products
4.4.7	Determine optimal value and supplier services
4.4.8	Discuss the impact of purchasing sustainable products
4.4.9	Describe how commodity price fluctuations affect purchasing

PERFORMANCE STANDARD 4.5 :   EXPLAIN THE IMPORTANCE OF SAFETY, SECURITY, AND ENVIRONMENTAL ISSUES RELATED TO THE HOSPITALITY AND TOURISM INDUSTRY

4.5.1	Examine the role of Occupational Safety and Health Administration (OSHA) regulations and standards
4.5.2	Identify risk management policies, procedures, and practices to ensure efficiency, profitability, and success
4.5.3	Evaluate safety policies and procedures for the hospitality environment
4.5.4	Identify methods to cope with emergency situations
4.5.5	Identify sanitation procedures to ensure facility compliance with health codes
4.5.6	Examine food storage and handling in accordance with the Conference for Food Protection's guidelines
4.5.7	Explore the role of technology in safety and security (e.g., positive and negative)
4.5.8	Outline the use and storage of chemicals

PERFORMANCE STANDARD 4.6 :   DEMONSTRATE AN UNDERSTANDING OF MARKETING AS RELATED TO THE HOSPITALITY AND TOURISM INDUSTRY

4.6.1	Explain the importance of branding and marketing in the hospitality and tourism industry
4.6.2	Describe the use of research and technology in the marketing function
4.6.3	Identify the components of a marketing plan
4.6.4	Examine marketing segmentation and target-marketing strategies based on theories of traveler motivation
4.6.5	Examine current ecommerce (media technologies) systems used to implement a marketing plan
4.6.6	Explain the five P's of marketing – people, product, price, placement, and promotion
4.6.7	Distinguish among the common types of marketing promotions (e.g., advertising, public relations, sales promotions, direct sales, etc.)
4.6.8	Evaluate the features and benefits of products and services
4.6.9	Critique the integral role all employees have in sales and marketing

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CROSSWALKS AND ALIGNMENTS OF
HOSPITALITY AND TOURISM STANDARDS
AND THE COMMON CORE STATE STANDARDS,
THE NEVADA SCIENCE STANDARDS,
AND THE COMMON CAREER TECHNICAL CORE STANDARDS

CROSSWALKS (ACADEMIC STANDARDS)

The crosswalk of the Hospitality and Tourism Standards shows links to the Common Core State Standards for English Language Arts and Mathematics and the Nevada Science Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Hospitality and Tourism program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the English Language Arts and Mathematics Common Core State Standards and the Nevada Science Standards.

ALIGNMENTS (MATHEMATICAL PRACTICES)

In addition to correlation with the Common Core Mathematics Content Standards, many performance indicators support the Common Core Mathematical Practices. The following table illustrates the alignment of the Hospitality and Tourism Standards Performance Indicators and the Common Core Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Hospitality and Tourism program support academic learning.

CROSSWALKS (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Hospitality and Tourism Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Hospitality and Tourism program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Hospitality and Tourism Standards are crosswalked to the Hospitality & Tourism Career Cluster™ and the Lodging and Travel & Tourism Career Pathways.

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CROSSWALK OF HOSPITALITY AND TOURISM STANDARDS
AND THE COMMON CORE STATE STANDARDS

CONTENT STANDARD 1.0: HOSPITALITY AND TOURISM INDUSTRY

Performance Indicators	Common Core State Standards and Nevada Science Standards
1.1.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 — Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
1.1.3	**English Language Arts: Reading Standards for Informational Text** RI.11-12.3 — Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 — Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 — Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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1.2.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

1.2.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.3.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.3.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.3.5	**Science: Nature of Science**
	N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.
1.3.7	**English Language Arts: Writing Standards**
	W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD 2.0: KEY SECTORS OF THE HOSPITALITY AND TOURISM INDUSTRY

Performance Indicators	Common Core State Standards and Nevada Science Standards
2.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
2.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
2.1.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
2.1.7	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
2.1.8	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
2.1.9	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
2.1.10	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
2.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
2.2.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

2.2.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
2.2.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
2.2.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **Math: Statistics and Probability – Using Probability to Make Decisions** SMD.B.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
2.2.8	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
2.2.9	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
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2.3.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
2.3.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

2.3.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **Math: Statistics and Probability – Using Probability to Make Decisions** SMD.B.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
2.3.8	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. **Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. L.12.C.1 Students know relationships of organisms and their physical environment.
2.3.10	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
2.4.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
2.4.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
2.4.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **Math: Statistics and Probability – Using Probability to Make Decisions** SMD.B.6 (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).
2.4.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **Math: Statistics and Probability – Using Probability to Make Decisions** SMD.B.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
2.4.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **Science: Nature of Science** N.12.B.1 Students know science, technology, and society influenced one another in both positive and negative ways.
2.5.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

2.5.8	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
2.6.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
2.6.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
2.6.5	**English Language Arts: Speaking and Listening Standards**
	SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
2.6.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: Speaking and Listening Standards
	SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
2.6.11	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CONTENT STANDARD 3.0: GUEST SERVICES

Performance Indicators	Common Core State Standards and Nevada Science Standards
3.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
3.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
3.1.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
3.1.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
3.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
3.2.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CONTENT STANDARD 4.0: BUSINESS FUNCTIONS

Performance Indicators	Common Core State Standards and Nevada Science Standards
4.1.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a — Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. SL.11-12.4 — Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
4.1.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a — Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
4.1.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
4.2.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a — Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
4.2.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 — Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4.2.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a — Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
4.2.7	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 — Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
4.2.8	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
4.3.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
4.3.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 — Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

4.3.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. **Math: Statistics and Probability – Using Probability to Make Decisions** SMD.B.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
4.3.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
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4.6.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
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ALIGNMENT OF HOSPITALITY AND TOURISM STANDARDS
AND THE COMMON CORE MATHEMATICAL PRACTICES

Common Core Mathematical Practices	Hospitality and Tourism Performance Indicators
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	
3. Construct viable arguments and critique the reasoning of others.	
4. Model with mathematics.	
5. Use appropriate tools strategically.	
6. Attend to precision.	
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	

CROSSWALKS OF HOSPITALITY AND TOURISM STANDARDS AND THE COMMON CAREER TECHNICAL CORE

Hospitality & Tourism Career Cluster™ (HT)	Performance Indicators
1. Describe the key components of marketing and promoting hospitality and tourism products and services.	
2. Evaluate the nature and scope of the Hospitality & Tourism Career Cluster ™ and the role of hospitality and tourism in society and the economy.	1.1.1-1.1.5; 1.2.1-1.2.4
3. Demonstrate hospitality and tourism customer service skills that meet customers' needs.	4.6.1-4.6.9
4. Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace.	
5. Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.	4.4.5-4.4.6, 4.5.1-4.5.8
6. Describe career opportunities and means to attain those opportunities in each of the Hospitality &Tourism Career Pathways.	1.3.1; 2.1.11, 2.2.12, 2.3.11, 2.4.7, 2.5.9, 2.6.12

Lodging Career Pathway (HT-LOD)	Performance Indicators
1. Use various communication technologies to accomplish work tasks in lodging facilities.	2.2.11
2. Explain the role and importance of housekeeping operations to lodging facility.	2.2.4
3. Allocate staff positions to meet the needs of various lodging departments.	4.2.3, 4.3.4
4. Describe the role and responsibilities of lodging managers.	2.2.4
5. Compare the advantages and disadvantages of independently owned and chain-affiliated lodging facilities.	2.2.2; 4.3.6
6. Analyze the departmental interrelationships of a lodging facility.	2.2.3
7. Explain various check-in and check-out procedures used in the lodging industry.	2.2.8
8. Understand reservation procedures used in the lodging industry.	2.2.7
9. Explain how room access policies and procedures ensure guest safety and minimize risks to the lodging facility.	4.5.2
10. Explain how cash control procedures are used in the lodging industry.	4.3.5
11. Explain how guests and property are protected to minimize losses or liabilities in the lodging facility.	4.5.2
12. Explain the basic legal issues in lodging management.	1.2.2; 2.1.5; 4.5.1-4.5.2

Travel & Tourism Career Pathway (HT-TT)	Performance Indicators
1. Apply information about time zones, seasons and domestic and international maps to create or enhance travel.	2.1.4
2. Apply unit and time conversion skills to develop travel schedules and compute cost, distance and time (including travel time) factors.	2.1.10
3. Analyze cultural diversity factors to enhance travel planning.	2.1.7
4. Assess the potential (real and perceived) hazards related to multiple environments, and recommend appropriate safety, health and security measures for travelers.	4.5.4
5. Develop a safety and security plan containing proactive and reactive solutions to manage emergency situations for travelers and staff.	4.5.4, 4.5.7
6. Use common travel and tourism terminology used to communicate within the industry.	1.1.5
7. Customize travel with diverse transportation, lodging, cruise and food options.	2.1.2, 2.1.4, 2.1.8, 2.6.6
8. Compare and contrast services and products from related industries to understand and evaluate how they impact the delivery of travel and tourism products and services to customers.	1.1.1-1.1.2, 1.2.1-1.2.4; 2.6.1
9. Identify the community elements necessary to maintain cooperative tourism development efforts.	1.1.4
10. Develop a travel product that matches customer needs, wants and expectations.	2.1.10
11. Design promotional packages to effectively market travel and tourism.	4.6.8
12. Select the most effective communication technique and media venue to convey travel marketing information to a target audience.	4.6.3-4.6.5, 4.6.8