2026 Lodging, Hospitality, and Tourism Management

Program CIP: 52.0901 — Hospitality Administration/Management, General

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The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances the intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the context of curriculum development and revision, research, assessment, professional development, and industrial training.

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Acknowledgments

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Dr. Lance Evans, State Superintendent of Education, Executive Secretary
Mr. Matt Miller, Southern Supreme Court District Representative, Chair
Mr. Matt Mayo, Central Supreme Court District Representative, Vice-Chair
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Mrs. Mary Werner, At-Large Representative
Mr. Crosby Parker, Senior Student Representative
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The following Mississippi Department of Education (MDE) and RCU managers and specialists assisted in the development of the Lodging, Hospitality, and Tourism Management curriculum:

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Standards and alignment crosswalks are referenced in the appendices. Depending on the curriculum, these crosswalks should identify alignment to the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, and English II, which could be integrated into the content of the units. Mississippi's CTE Lodging, Hospitality, and Tourism Management curriculum is aligned to the following standards:

National Business Education Association (NBEA) Standards
The National Business Education Association (NBEA) is the leading organization recognizing the importance of business education for all students in a changing society. It supports those involved in instruction, administration, and materials. The Mississippi 2026 curriculum aligns with NBEA standards across areas like business law, communication, finance, marketing, and management. NBEA understands students will engage in the economy, face diverse business settings, and use technology for information management. A curriculum equipping students to be responsible citizens and make sound economic decisions benefits their lives.
https://nbea.org/

ServSafe
ServSafe is the restaurant industry's leading association and premier provider of educational resources, materials, and programs. The Lodging, Hospitality, and Tourism Management curriculum is aligned to *ServSafe Food Handler*, 6th Ed. (2022) and *ServSafe Manager*, 7th Ed. Revised (2022). Districts can provide opportunities for certification if desired.
servsafe.com/access/ss/catalog/productlist/22
servsafe.com/servsafe-manager/buy-manager-products

College- and Career-Readiness Standards
College- and career-readiness standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College- and Career-Readiness Standards (MCCRS) to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them.
mdek12.org/oae/college-and-career-readiness-standards

Career and Technical Student Organizations (CTSOs)
Mississippi's Career and Technical Education (CTE) curricula are aligned with the programs, activities, and competitive events offered through Career and Technical Student Organizations (CTSOs). These organizations provide students with opportunities to apply classroom knowledge in real-world contexts, develop leadership and employability skills, and connect with industry and community partners. Each pathway includes an appendix identifying the CTSOs most closely connected to the curriculum, ensuring that students' classroom learning is reinforced through co-curricular experiences that prepare them for success in both post-secondary education and the workforce.
mdek12.org/cte/so/

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Secondary CTE programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing applied learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments. This document provides information, tools, and solutions that will aid students, teachers, and schools in creating and implementing applied, interactive, and innovative lessons. Through best practices, alignment with national standards and certifications, community partnerships, and a hands-on, student-centered concept, educators will be able to truly engage students in meaningful and collaborative learning opportunities.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Strengthening Career and Technical Education for the 21st Century Act, 2019 [Perkins V]; and Every Student Succeeds Act, 2015).

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The following are resources for Mississippi teachers:

> **Curriculum, Assessment, Professional Learning**
> - Program resources can be found at the RCU's website, rcu.msstate.edu.
>
> **Learning Management System: An Online Resource**
> - Learning management system information can be found at the RCU's website, under Professional Learning.

Should you need additional instructions, contact the RCU at 662.325.2510 or helpdesk@rcu.msstate.edu.

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Pathway Description
Lodging, Hospitality, and Tourism Management is a pathway in the Hospitality, Events, and Tourism Career Cluster. The goal of this program is to offer a sequence of courses that provide coherent and rigorous content, aligned with challenging academic standards and relevant technical knowledge and skills, necessary to prepare students for further education and careers in the hospitality and tourism industry. Students' technical skill knowledge is further enhanced through experiences in authentic, real-world problems that contribute to their academic knowledge, higher-order reasoning and problem-solving skills, and general employability skills that ensure their success in the 21st-century workplace.

College, Career, and Certifications
The American Hotel and Lodging Association (AHLA) is the sole national association representing all sectors and stakeholders in the lodging industry. The AHLA's Educational Institute (AHLEI) offers professional certification in all facets of the hospitality industry. Students who complete the Lodging, Hospitality, and Tourism Management pathway will be prepared to enter 21st-century hospitality careers or advance toward collegiate-level interests in this area. This program is aligned with postsecondary culinary arts programs, the latest industry needs, expectations, and standards.

Grade Level and Class Size Recommendations
It is recommended that students enter this program as sophomores. Exceptions to this are a district-level decision based on class size, enrollment numbers, student maturity, and CTE delivery method. This is a hands-on, lab- or shop-based course. Therefore, a maximum of 15 students is recommended per class, with only one class and teacher at a time.

Student Prerequisites
For students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
2. C or higher in high school-level math (last course taken, or the instructor can specify the level of math instruction needed)
3. Instructor approval
   or
1. Instructor approval

Assessment
The latest assessment blueprint for the curriculum can be found at rcu.msstate.edu/curriculum/.

Applied Academic Credit
The latest academic credit information can be found at
mdek12.org/secondaryeducation/approved-courses/.

Educator Licensure
The latest educator licensure information can be found at
mdek12.org/licensure/.

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Professional Learning

If you have specific questions about the content of any training sessions provided, please contact the RCU at 662.325.2510 or helpdesk@rcu.msstate.edu.

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Option 1—Four 1-Carnegie Unit Courses

This curriculum consists of four 1-credit courses that should be completed in the following sequence:

1. **Hospitality Services I—Course Code: 992102**
2. **Hospitality Services II—Course Code: 992103**
3. **Hospitality Services III—Course Code: 992104**
4. **Hospitality Services IV—Course Code: 992105**

Course Description: Hospitality Services I
This course introduces students to the hospitality and tourism industry. It identifies some of the current and future trends affecting the hospitality and tourism industry, as well as the impact this industry has on society and the global economy. Students will explore hospitality and tourism career opportunities, understanding the skills and knowledge required to succeed in this field, as well as the importance of providing outstanding customer service. The course also covers the main operational areas commonly found in most lodging properties, emphasizing the importance of adhering to safety policies and procedures to maintain a safe and secure environment for both employees and guests.

Course Description: Hospitality Services II
This course identifies additional organizational and operational areas and the roles each plays within the hospitality industry. Students will learn how food and beverage services function within the industry and the proper techniques for handling food safely. Students will also be able to identify and demonstrate important aspects of event planning.

Course Description: Hospitality Services III
This course provides an overview of the new technologies used to enhance productivity and competitiveness in the hospitality and tourism industry. Students learn about the roles of sales and marketing, gaining an understanding of how resorts, cruise lines, and gaming are all integral to the hospitality industry. Knowledge will also be gained in management and leadership skills necessary for success in this industry.

Course Description: Hospitality Services IV
This course offers a more in-depth examination of management's role in sales and marketing, as well as the employability skills necessary for success in the workforce. Emphasis is placed on security and risk issues, as well as procedures for handling those situations. Financial operations associated with the hospitality and tourism industry will also be discussed.

Hospitality Services I—Course Code: 992102

Unit	Title	Hours
1	Course Orientation, Safety Procedures, and Leadership Opportunities	10
2	Employability Skills and Opportunities	15
3	Introduction to Hospitality and Tourism	30
4	Introduction to Travel and Tourism	50
5	Customer Service	35
Total		**140**

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Hospitality Services II—Course Code: 992103

Unit	Title	Hours
6	Lodging: Organization and Operation	50
7	Food and Beverage Operations	35
8	Food Safety	30
9	Event Management	25
Total		**140**

Hospitality Services III—Course Code: 992104

Unit	Title	Hours
10	Mastering the Foundations of Lodging, Hospitality, and Tourism	15
11	Cruise Ships, Resorts, Clubs, and Gaming	40
12	Technology	25
13	Sales and Marketing	35
14	Digital Promotion and Social Media Marketing	25
Total		**140**

Hospitality Services IV—Course Code: 992105

Unit	Title	Hours
15	Human Resources and Management	40
16	Safety and Risk Management	35
17	Advanced Food Safety	25
18	Accounting and Operational Finance	40
Total		**140**

Option 2—Two 2-Carnegie Unit Courses

This curriculum consists of two 2-credit courses that should be completed in the following sequence:

1. **Lodging, Hospitality, and Tourism Management I—Course Code: 992100**
2. **Lodging, Hospitality, and Tourism Management II—Course Code: 992101**

Course Description: Lodging, Hospitality, and Tourism Management I

This course introduces students to the hospitality and tourism industry. It identifies some of the current and future trends affecting the hospitality and tourism industry, as well as the impact this industry has on society and the global economy. Students explore career opportunities in hospitality and tourism, understand the skills and knowledge required to succeed in this field, and grasp the importance of providing outstanding customer service. This course also covers the main operational areas commonly found in most lodging properties and emphasizes the importance of adhering to safety policies and procedures to maintain a safe and secure environment for both employees and guests. Students identify additional organizational and operational areas and the role those areas play within the hospitality industry. Proper techniques are applied by handling food safely, as well as the function of food and beverage in the lodging and hospitality industry. Students will also be able to identify and demonstrate key aspects of event planning.

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Course Description: Lodging, Hospitality, and Tourism Management II
This course provides an overview of the new technologies used to enhance productivity and competitiveness in the hospitality and tourism industry. Students will learn about the roles of sales and marketing and gain an understanding of how resorts, cruise lines, and gaming are all integral to the hospitality industry. Knowledge will also be gained in management and leadership skills necessary for success in this industry. Students will gain a more in-depth understanding of management's role in sales and marketing, as well as the employability skills necessary for success in the workforce. Emphasis is placed on security and risk issues, as well as procedures for handling those situations. Financial operations associated with the hospitality and tourism industry will also be discussed.

Lodging, Hospitality, and Tourism Management I —Course Code: 992100

Unit	Title	Hours
1	Course Orientation, Safety Procedures, and Leadership Opportunities	10
2	Employability Skills and Opportunities	15
3	Introduction to Hospitality and Tourism	30
4	Introduction to Travel and Tourism	50
5	Customer Service	35
6	Lodging: Organization and Operation	50
7	Food and Beverage Operations	35
8	Food Safety	30
9	Event Management	25
Total		**280**

Lodging, Hospitality, and Tourism Management II—Course Code: 992101

Unit	Title	Hours
10	Mastering the Foundations of Lodging, Hospitality, and Tourism	15
11	Cruise Ships, Resorts, Clubs, and Gaming	40
12	Technology	25
13	Sales and Marketing	35
14	Digital Promotion and Social Media Marketing	25
15	Human Resources and Management	40
16	Safety and Risk Management	35
17	Advanced Food Safety	25
18	Accounting and Operational Finance	40
Total		**280**

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Overview
The lodging, hospitality, and tourism industry is vibrant, innovative, and full of dynamic opportunities. It offers many individuals the opportunity to develop and secure positions in direct operations, human resources, marketing, and management.

The travel and tourism industries are vital to Mississippi's economy, employing approximately 98,000 direct jobs as of FY 2023. The top three employment categories in FY 2023 were food services and drinking establishments, lodging, and service. The lodging sector supported 25,799 jobs, which accounted for 97% of employment in the tourism sector. The tourism industry generated a total economic impact of $17.5 billion, supported 133,880 jobs, and contributed $1.1 billion in state and local tax revenues (Tourism Economic Contribution Report, 2023).

Needs of the Future Workforce
Data for this synopsis was compiled from a 2025 report published by the Mississippi Department of Employment Security (MDES). Employment opportunities for many of the lodging, hospitality, and tourism occupations are listed below:

Table 1.1: Current and Projected Occupation Report

Description	Jobs, 2022	Projected Jobs, 2032	Change (Number)	Change (Percent)	Average Hourly Earnings, 2025
Food Service Managers	2,690	2,780	90	3.3%	$17.39
First-Line Supervisors of Food Preparation and Serving Workers	11,850	12,810	960	8.1 %	$12.14
Chefs and Head Cooks	840	890	50	6 %	$14.23
Cooks, Restaurant	9,830	12,080	2,250	22.9 %	$10.88
Bartenders	3,720	3,940	220	5.9 %	$8.86
Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	2,780	2,850	70	2.5 %	$8.55
Dining Room and Cafeteria Attendants and Bartender Helpers	2,590	2,700	110	4.2 %	$8.57
Food Servers, Non-restaurant	1,810	1,900	90	5 %	$9.71
Meeting, Convention, and Event Planners	510	580	70	13.7 %	$13.24
Tour and Travel Guides	480	560	80	16.7 %	$9.87

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Reservation and Transportation Ticket Agents and Travel Clerks	150	160	10	6.7 %	$12.94
Baggage Porters and Bellhops	170	170	0	0 %	$9.12
First-Line Supervisors of Housekeeping and Janitorial Workers	2,280	2,360	80	3.5 %	$14.70
Gaming Managers	110	110	0	0 %	$24.64
Entertainment and Recreation Managers, Except Gambling	70	80	10	14.3 %	$20.40

Source: Mississippi Department of Employment Security; mdes.ms.gov (2025).

Perkins V Requirements and Academic Infusion
The Lodging, Hospitality, and Tourism Management curriculum meets Perkins V requirements of introducing students to and preparing them for high-skill, high-wage occupations in lodging, hospitality, and tourism fields. It also offers students a program of study, including secondary, postsecondary, and higher education courses, that will further prepare them for careers in lodging, hospitality, and tourism. Additionally, this curriculum is integrated with academic college- and career-readiness standards. Lastly, it focuses on ongoing and meaningful professional development for teachers as well as relationships with industry.

Transition to Postsecondary Education
The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board website, mccb.edu.

Best Practices
Innovative Instructional Technologies
Classrooms should be equipped with tools that will teach today's digital learners through applicable and modern practices. The Lodging, Hospitality, and Tourism Management educator's goal should be to include teaching strategies that incorporate current technology. To make use of the latest online communication tools—wikis, blogs, podcasts, and social media platforms, for example—the classroom teacher is encouraged to use a learning management system that introduces students to education in an online environment and places more of the responsibility of learning on the student.

Differentiated Instruction
Students learn in a variety of ways, and numerous factors—students' background, emotional health, and circumstances, for example—create unique learners. By providing various teaching and assessment strategies, students with various learning preferences can have more opportunities to succeed.

CTE Student Organizations
Teachers should investigate opportunities to sponsor a student organization. There are several here in Mississippi that will foster the types of learning expected from the Lodging, Hospitality, and Tourism Management curriculum. FCCLA and DECA are examples of student organizations with many outlets for the lodging, hospitality, and tourism industry. Student organizations provide participants and members with growth opportunities and competitive events. They also open doors to careers and scholarship opportunities in this field.

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Cooperative Learning

Cooperative learning can help students understand topics when independent learning cannot. Therefore, you will see several opportunities in the Lodging, Hospitality, and Tourism Management curriculum for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. This curriculum provides opportunities for students to work together and help each other complete complex tasks. There are many field experiences within the Lodging, Hospitality, and Tourism Management curriculum that will allow and encourage collaboration with professionals currently in the lodging, hospitality, and tourism field.

Work-Based Learning

Work-based learning is an extension of understanding competencies taught in the lodging, hospitality, and tourism classroom. This curriculum is designed in a way that necessitates active involvement by the students in the community around them and the global environment. These real-world connections and applications link all types of students to knowledge, skills, and professional dispositions. Work-based learning should encompass ongoing and increasingly more complex involvement with local companies and industry professionals within this field. Thus, supervised collaboration and immersion into the lodging, hospitality, and tourism industry around the students are keys to students' success, knowledge, and skills development.

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Professional Organizations

American Hotel & Lodging Association (AHLA)
ahla.com

DECA, Inc.
https://www.deca.org/

Family, Career, and Community Leaders of America (FCCLA)
fcclainc.org

National Restaurant Association
restaurant.org

U.S. Travel Association
ustravel.org

Competencies and Suggested Objectives

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

Teacher Resources

All teachers should request to be added to the Canvas Resource Guide for their course. For questions or to be added to the guide, send a Help Desk ticket to the RCU by emailing helpdesk@rcu.msstate.edu.

Perkins V Quality Indicators and Enrichment Material

Some of the units may include an enrichment section at the end. This material will greatly enhance the learning experiences of students. If the lodging, hospitality, and tourism program is using a national certification, work-based learning, or another measure of accountability that aligns with Perkins V as a quality indicator, this material could very well be assessed on that quality indicator. It is the responsibility of the teacher to ensure all competencies for the selected quality indicator are covered throughout the year.

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Unit 1: Course Orientation, Safety Procedures, and Leadership Opportunities

Competencies and Suggested Objectives

1. Apply and investigate policies and procedures in educational and occupational environments. DOK2
    a. Discuss and apply school policies and safety procedures, as well as cell phone usage.
    b. Investigate workplace policies and procedures.
    c. Investigate workplace safety procedures.

2. Analyze and apply opportunities provided by Career and Technical Student Organizations (CTSOs). DOK3
 	
    a. Discuss leadership and personal and professional development in accordance with student organization guidelines and provide the opportunity for all students to participate in leadership roles and/or develop as a student.
    b. Develop and implement ideas for a community service project according to student organization guidelines to improve the lives of others, applying knowledge and skills developed throughout the course.

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.
Note: This unit will be ongoing throughout the year. Time allotted for this unit will be distributed over the entire year.

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Unit 2: Employability Skills and Opportunities

Competencies and Suggested Objectives

1. Research, analyze, and apply for current available jobs in the industry. [DOK3]
   a. Develop a chart that compares the important elements of a job.
      - Minimum required education
      - Certifications
      - Minimum required experience
      - Job description/responsibilities
      - Compensation (e.g., salary, wages, benefits)
   b. Analyze differences in online application requirements of various job postings.
   c. Research and select a real job advertisement and create a cover letter and résumé tailored to that specific job.
   d. Demonstrate proper interview techniques.
   e. Depending on appropriateness, handwrite or email customized thank-you letters to each member of the interview committee.
   Note: This résumé is not to be used for a real job application, but for learning purposes only. Delete any fabricated elements before using it for a real job application.

2. Apply and demonstrate the proper business etiquette skills needed for employability. [DOK3]
   a. Demonstrate proper communication skills.
      - Discuss acceptable use of cell phones, social media, and confidentiality.
      - Determine appropriate methods of communication for different scenarios (e.g., written, verbal, and electronic).
   b. Discuss the importance of personal hygiene and grooming.
   c. Demonstrate proper business attire.
   d. Demonstrate projecting a professional image and on-the-job relationships.
   e. Demonstrate the ability to self-advocate for equity and advancement in the workplace.
   f. Demonstrate proper employment separation techniques.
   g. Practice industry expectations and policies (e.g., time management, attendance, tardiness, and adherence to the employee manual).

3. Apply fundamental math concepts related to the hospitality industry. [DOK2]
   a. Calculate percentages, decimals, and fractions.

Note: This unit will be ongoing throughout the year. Time allotted for this unit will be distributed over the entire year.

Mississippi Career Connections

Access the Get2College website to explore the range of career options offered throughout Mississippi. Using this tool as a supplement to the competencies above, identify a specific occupation within the Hospitality and Tourism sector and conduct additional research on the following aspects:
- Where is this job available in Mississippi?
- How many jobs are typically available in Mississippi?
- What is the average salary? Does this salary support a livable wage in Mississippi?
- How much growth is expected for this career statewide?

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Competencies and Suggested Objectives
1. Describe the nature and scope of the hospitality and tourism career cluster and explain its role in society and the economy. [DOK2]
a. Define lodging and tourism and describe current changes and trends.
b. Explain how the hospitality and tourism industries depend on each other for success.
c. Describe the social and economic impact of local and global travel and business on the hospitality and tourism sectors.
d. Describe the market segmentation and goals within the lodging and tourism industries.
e. Define marketing and address marketing concepts related to hospitality and tourism.
2. Describe career and higher education opportunities and means to attain those opportunities within the hospitality and tourism career pathways. [DOK2]
a. Research and discuss the various career paths available.
b. Research and discuss the various lodging, hospitality, and tourism programs (e.g., hospitality management) and higher education opportunities (e.g., community college, degree-seeking programs, and graduate schools).
c. Identify and demonstrate the employability skills needed.
d. Identify the importance of industry experience.
e. Identify and summarize the key industry demands and working conditions commonly associated with hospitality and tourism sectors.
f. Define entrepreneurship, describe how it impacts the hospitality industry, and explore entrepreneurial opportunities.

Competencies and Suggested Objectives

1. Explore and describe travel locations, requirements, and cultures worldwide. [DOK2]
   a. Identify countries and cities of major tourist attractions.
   b. Identify the continents and oceans.
   c. Identify the history and culture of countries and other major points of interest.
   d. Describe foreign currencies and exchange rates that affect travel decisions worldwide.
   e. Describe the types of documents required for domestic and international travel (e.g., REAL ID, passport card, passport book, travel visa, etc.).
   f. Discuss the impact of the food industry on international travel.
   g. Identify different transportation options for domestic and international travel (e.g., air, train, bus, car rental, cruise, etc.).

2. Discuss and compare the requirements of accredited travel agencies and tour guides. [DOK2]
   a. Identify the types of tour guides and travel agencies.
   b. Identify accrediting procedures.
   c. Compare and contrast online travel services with traditional travel agencies.

3. Plan and demonstrate activities associated with organizing, booking, and conducting group tours. [DOK3]
   a. Identify the special services and needs of the client through the Americans with Disabilities Act (ADA) compliance.
   b. Prepare a client travel package.
   c. Book transportation, accommodations, and activities.
   d. Prepare an itinerary, computing cost, and selling price.
   e. Discuss the importance of customer satisfaction and feedback.

4. Identify and explain the connection between state and local attractions and the travel and tourism industry. [DOK2]
   a. List and describe types of local area attractions.
   b. Explain the importance of destination marketing organizations (DMOs).
   c. List and describe types of attractions specific to Mississippi.
   d. Explain the importance of adequate infrastructure for attractions.
   e. Identify the role of recreational vehicles, campers, and tent camping, and the target market for each.
   f. Discuss the impact of the food industry on state and local travel.

Mississippi Career Connections

Students will design a cross-cultural blues and barbecue tour following this scenario: Your student-run agency, Delta Discovery Tours, has been asked by a high school in Munich, Germany (population ≈1.5 million) to create a seven-day Mississippi music-and-food adventure for 25 travelers (20 students + five chaperones). The group wants cultural immersion, ADA-compliant lodging, and a total per-person price that beats an online competitor's quote of €2,550.

- Team charter and job roles: Participate in a case study briefing and separate into teams of four to five to form tour companies.
- Annotated world map: Identify continents, oceans, and five key world attractions unrelated to the tour as a warmup.

- <u>Guide checklist:</u> Research Munich demographics, Mississippi visitor statistics, and ADA stats. Complete an accreditation worksheet.
- <u>Draft cost and price sheet:</u> Build a cost model including a currency tab, fare quotes, lodging bids, and attraction fees, all including a 5% contingency.
- <u>Itinerary:</u> Craft a seven-day itinerary with maps, a travel documents list, and group meal plans.
- <u>Slide deck:</u> Rehearse an eight-minute pitch to German teachers (played by local judges), then refine the plan based on peer feedback.
- <u>Final tour package:</u> Present the plan to a panel of judges who will judge on accuracy, creativity, and cost control. Collect immediate "client" feedback.

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Unit 5: Customer Service

Competencies and Suggested Objectives
1. Apply and demonstrate effective customer service skills. DOK2
a. Define and give examples of service quality and service value.
b. Explain the need for quality customer service standards.
c. Identify the importance of exceeding customer expectations.
d. Explain the importance of customer satisfaction measurements, evaluation, and planning for business success.
e. Identify the types of failures in customer service (e.g., lack of urgency and reputation management).
f. Explain the role and techniques of customer service recovery during the handling of complaints, issues, or problems.
2. Demonstrate communication skills related to customer service. DOK2
a. Identify effective communication skills in electronic avenues (e.g., emails, text, and social media).
b. Explain the effect of verbal and nonverbal communication on guests and coworkers.
c. Identify the seven barriers to effective communication.
• Physical barriers
• Perceptual barriers
• Emotional barriers
• Cultural barriers
• Language barriers
• Gender barriers
• Interpersonal barriers
d. Identify the purpose of interdepartmental communication and workplace relationships. (e.g., team building in a professional setting).
3. Analyze, evaluate, and develop solutions for customer service issues. DOK4
a. Create potential scenarios related to customer service issues.
b. Apply communication concepts related to customer service.
c. Critique reactions to various scenarios.
d. Design a conflict/resolution plan.

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Unit 6: Lodging: Organization and Operation

Competencies and Suggested Objectives

1. Classify and describe departments and their functions in both large and small lodging properties. [DOK1]
    a. Describe the different types of accommodations (e.g., full vs. limited service, luxury, midscale, economy, bed and breakfast, resort, casino, convention, and short-term residential rentals).
    b. Relate the different classifications to the needs of the traveler (e.g., business, leisure, family, etc.).
    c. Describe the functions of all positions within lodging departments.
    d. List and explain the major classifications to include ownership and operating formats.

2. Explain and demonstrate the responsibilities and basic tasks of front office operations. [DOK2]
    a. Explain the guest cycle to include pre-arrival, arrival, occupancy, departure, and post-departure.
    b. Identify how each stage of the guest cycle influences the emotional engagement of customers.
    c. Identify and explain different types of technology used in lodging operations.
    d. Explain and identify the different types of reservations (e.g., group, prepaid, and guaranteed).
    e. Perform a customer check-in and check-out.
    f. Explain how to determine customer wants and needs to meet and exceed expectations.
    g. Identify the need for protecting the customer's right to privacy.
    h. Identify the need for protecting customers against identity theft and fraud.
    i. Discuss an emergency preparedness plan along with the role of maintaining emergency backup systems.

3. Identify and describe the job functions of positions within the front office. [DOK1]
    a. List the positions that report to the front office.
        • Front desk representative
        • Uniformed services (e.g., bell attendant, door attendant, valet parking attendant, and transportation attendant)
        • Concierge
        • Night auditor
        • Reservationist
        • Cashier

4. Describe and demonstrate the duties and procedures of the housekeeping department. [DOK2]
    a. List and explain the positions in the housekeeping department and their functions.
    b. Explain how the executive housekeeper uses productivity and performance standards.
    c. Describe the sanitation and disinfection techniques and safety procedures in housekeeping.
    d. Demonstrate proper bed-making procedures.
    e. Demonstrate proper procedures for stocking the housekeeping cart and proper key management.
    f. Practice entering guestrooms correctly.
    g. Describe how to calculate, track, order, and manage inventory items to maintain par numbers based on occupancy.
    h. Identify par levels and the role of the laundry cycle in storing, issuing, and tracking for the linen inventory.
    i. Identify common green practices used by the housekeeping department.

5. Explain the role, responsibilities, and procedures of the facilities management department. [DOK2]
    a. Identify the responsibilities of the facilities management department.
    b. Identify the primary responsibilities of the chief engineer in overseeing the operation.
    c. Explain the importance of a well-maintained property for both interior and exterior spaces.

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    d. Explain the importance of regularly scheduling and performing preventive maintenance, routine inspections, and manufacturer-recommended maintenance on systems, equipment, and other high-cost items by the facilities management department.

    e. Identify the process for reporting, completing, and tracking repairs by the facilities management department.

    f. Identify the role of year-round routine maintenance for grounds, landscaping, high-traffic customer areas, and snow clearing.

    g. Discuss an emergency preparedness plan along with the role of maintaining emergency backup systems.

    h. Identify the three Es of green initiatives and most common green practices that fall under the facilities management department.
- Economy
- Ecology
- Equity

6. Explain the role of safety and security in protecting people and property during criminal, severe weather, and emergency situations. DOK2

    a. Identify the security functions of providing reasonable care required by hotels, providing travelers with a safe haven at night under innkeeper laws.

    b. Identify the roles of security officers and managers in protecting people and property.

    c. Describe the role of security in maintaining control over key systems.

    d. Identify the common types of emergencies and response plans handled by security teams daily.

    e. Identify the signs of human trafficking and abuse and procedures for reporting.

    f. Define state laws for protection against filming rights, privacy, audio/visual filming, and closed-circuit television (CCTV).

7. Apply and evaluate security procedures to protect customers and employees. DOK3

    a. Discuss the different kinds and types of liabilities.

    b. Identify unsafe conditions and determine steps to take to rectify the problems.

    c. Identify how to handle security threats to the property.

    d. Demonstrate proper procedures for protecting cash funds and lost and found items.

    e. Identify cybersecurity risks and the effects on customers and facilities.

Unit 7: Food and Beverage Operations

Competencies and Suggested Objectives
1. Explain the role and functions of food service within the hospitality industry. ^{DOK2}

1. Explain the role and functions of food service within the hospitality industry. [DOK2]
   a. Distinguish between different classifications of food service operations within the hospitality and tourism industry (commercial and non-commercial).
   b. Identify and describe the different departments within each classification.
   c. Identify the restaurant industry's position as a major source of jobs in the U.S.
   d. Identify the purpose of the type of service, menu options, and cost of the five commercial food service segments below.
      - Full service (fine dining, casual dining)
      - Quick service (fast food chain, coffee shop, food truck)
      - Catering (on-premises, off-premises)
      - Delivery (by phone, online, or via app)
      - Concession (concession stands, vending)
   e. Explain the customer and employee segments of the food and beverage customer cycle.
   f. Discuss the importance of collaboration between the front and back of house.
   g. Explain the need for implementing and consistently using financial controls for labor costs, food costs, menu pricing, and cash control.
   h. Identify the ADA requirements that typically affect food and beverage operations.

2. Demonstrate and explain proper techniques for food service. [DOK2]
   a. Explain the four main styles of table service and the attributes of each.
      - Russian
      - French
      - English
      - American
   b. Explain additional service styles and the attributes of each.
      - Buffet
      - Cafeteria
      - Drive-thru
      - Over the counter
   c. Explain the goal of providing food service operations with excellent food.
   d. Demonstrate the correct procedures for greeting, seating, and presenting menus to customers.
   e. Demonstrate and practice the correct procedures for taking the customer's order.
   f. Describe the correct procedures for placing food orders in the kitchen.
   g. Explain the proper technique for picking up food orders from the kitchen.
   h. Discuss the correct procedures for completing side work responsibilities.
   i. Identify the need for responsible beverage operations, the role of dram shop law, and the liabilities, legalities, and responsibilities of servers, bartenders, restaurants, bars, lounges, and other beverage service providers face when serving alcohol.
   j. Explain the role of banquets, catering, and special events in food and beverage operations (e.g., Banquet Event Order [BEO]).
   k. Identify green practices used by food and beverage facilities.
   l. Describe the requirements of truth in menu, advertising regulations, and consumer advisory.

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Unit 8: Food Safety

Competencies and Suggested Objectives

1. Explain the importance of food safety. ^{DOK2}
   a. Define foodborne illness.
   b. Identify and define biological, chemical, and physical hazards that can contaminate food.
   c. Determine personal behaviors that can contaminate food.
      • Poor personal hygiene
      • Cross-contamination
      • Time-temperature abuse
      • Poor cleaning and sanitizing

2. Describe and demonstrate the importance of good personal hygiene for foodservice. ^{DOK2}
   a. Demonstrate how, when, and where to properly wash hands.
   b. Identify other hand-care guidelines, such as nail care, wound care, glove usage, and allowed jewelry.
   c. Describe the appropriate work attire and personal grooming for the foodservice industry.
   d. List the reasons why an employee would be prevented from and/or limited from working with food or in food operations.
   e. Describe regulations for eating, smoking (tobacco/e-cigarette), or chewing gum in the workplace.

3. Apply proper methods for controlling time and temperature for food safety. ^{DOK2}
   a. Identify foods that need time and temperature control for safety.
   b. Identify and discuss the temperature danger zone.
   c. Demonstrate the proper use and care of thermometers, including calibration.
   d. Outline the proper procedures for receiving, storing, thawing, prepping, cooking (minimal internal temperature), holding, cooling, reheating, and serving food, including the proper tools and equipment used to perform these tasks.
   e. Identify populations at higher risk for foodborne illness.
      • Elderly people
      • Preschool-age children
      • People with compromised immune systems

4. Demonstrate and explain the proper methods for preventing cross-contamination and contact. ^{DOK2}
   a. Discuss the prevention of cross-contamination when receiving, storing, prepping, and serving food, as well as in self-service areas.
   b. Identify and demonstrate the proper storage of utensils, equipment, chemicals, and cleaning supplies.
   c. Discuss the proper procedures and actions to take when cross-contamination occurs.
   d. List common food allergens, including peanuts, tree nuts, eggs, shellfish, milk, wheat, soy, and fish.
   e. Discuss the proper procedures for prepping and serving food to prevent cross-contact.
   f. Discuss the proper procedures for when cross-contact occurs.

5. Demonstrate proper cleaning, sanitizing, and pest prevention techniques. ^{DOK2}
   a. Differentiate between cleaning and sanitizing.
   b. Identify and demonstrate the proper procedures for cleaning and sanitizing surfaces, tools, and equipment, including washing, rinsing, sanitizing, and air-drying.
   c. Conduct the proper procedure for ensuring the effectiveness of sanitizers.

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	d. Discuss and demonstrate the proper setup, use, and maintenance of a three-compartment sink and dishwasher.
	e. Discuss the proper procedure for handling garbage.
	f. Identify signs of pest presence in the workplace, including droppings, nests, and damage to products, packaging, and the facility.
6.	Maintain awareness of regulations requiring food safety certifications for compliance with the state Department of Health. [DOK1]

Note: This unit will be ongoing throughout the year. Time allotted for this unit will be distributed over the entire year.

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Competencies and Suggested Objectives
1. Identify and explain types of meetings, conventions, and special events by applying basic event planning elements. DOK2

1. Identify and explain types of meetings, conventions, and special events by applying basic event planning elements. DOK2
   a. Identify the various types of business, leisure, and entertainment events.
   b. Describe the purpose and target audience for various types of functions.
   c. Identify and demonstrate the elements in event planning.
      - Themes
      - Budgets
      - Request for proposals/contracts
      - BEO
      - Agendas
      - Space and security needs
      - Schedules
      - Contingency plan
      - Evaluation
      - Liability and media releases

2. Discuss and apply practices for maintaining stakeholder relationships in event management (e.g., community, vendors, public officials, and media). DOK2
   a. Determine ethical practices for successful events (e.g., safety, privacy, fairness, environmental responsibility, and sustainability).
   b. Determine state and local ordinances that may affect events.
   c. Research permits, licenses, insurance requirements, and contracts for security, alcohol, etc.

3. Research career and educational opportunities in the event industry. DOK2
   a. Identify the skill set necessary for success.
   b. Determine the options for educational advancement and career opportunities in this industry.

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Competencies and Suggested Objectives

1. Review policies and procedures in educational and occupational environments. [DOK1]
   a. Identify and summarize school policies and safety procedures.
   b. Recognize workplace policies and safety procedures.

2. Demonstrate hospitality career readiness through job research, professional etiquette, and operational math skills. [DOK3]
3. Describe lodging, foodservice, and tourism structure, trends, and economic impact through exploring related career, education, skill, and entrepreneurial pathways. [DOK2]
4. Design and evaluate local and worldwide travel experiences by mapping destination requirements, verifying service accreditation, pricing group tours, and analyzing attractions, marketing, and infrastructure. [DOK3]
5. Provide exemplary multichannel customer service by surpassing standards and resolving issues proactively to ensure guest satisfaction. [DOK4]
6. Analyze and coordinate lodging operations through property classification, front office and housekeeping management, maintenance supervision, and safety and security protocol enforcement. [DOK3]
7. Describe food-and-beverage classifications, departments, and regulations, and apply service techniques that uphold quality, teamwork, and financial control. [DOK2]
8. Maintain food safety in hospitality through hygiene, temperature control, cross-contamination prevention, sanitation, and regulatory compliance. [DOK2]
9. Plan and review events by identifying types, applying planning essentials, maintaining ethical and legal stakeholder relations, and exploring careers in event management. [DOK2]

Unit 11: Cruise Ships, Resorts, Clubs, and Gaming

Competencies and Suggested Objectives

1. Explain the role of cruise ships in the hospitality and tourism industry, including types of ships and cruises, and the target customer markets for each. [DOK2]
     a. Discuss career opportunities available in the cruise industry.
     b. Explain staffing concerns unique to the cruise industry.
     c. Explain security concerns unique to the cruise industry.
     d. Discuss legal issues with cruises (e.g., labor laws, laws at sea, items through customs, etc.).
     e. Assess the economic impact of the cruise industry in port cities.
     f. Explain standard and add-on amenities available both on and off cruise ships.

2. Describe the purpose of resorts and clubs, including types, target markets, amenities, and guest partnerships. [DOK2]
     a. Identify the types of resorts and the target guest markets attracted to each type.
     b. Identify the types of clubs and the target guest markets attracted to each type.
     c. Explain standard and add-on amenities available at both resorts and clubs.
     d. Explain the purpose of using internal resources for guest experience and the purpose of building strong partnerships with outside businesses, agencies, and other sources for guest activities.

3. Analyze the scope of the gaming industry, including operations, regulations, career opportunities, and social and economic impacts. [DOK3]
     a. Identify different types of gaming.
     b. Identify types of career opportunities available in gaming.
     c. Compare food and beverage operations within the gaming industry.
     d. Give examples of regulations that affect the casino industry.
        • Unions
        • Tribal gaming
        • Riverboat gaming
     e. Assess the economic impact of the gaming industry on state and local levels.
     f. Evaluate social and ethical issues surrounding the gaming industry.

Mississippi Career Connections

Mississippi's hospitality and tourism industry includes a wide range of sectors, from cruise activity on the Gulf Coast to resorts, clubs, and multiple gaming regions across the state. The Gulf Coast is home to cruise departures, beachfront resorts, and several major casinos. The Mississippi Band of Choctaw Indians operates destination resorts and tribal gaming facilities. At the same time, the Tunica region and Mississippi River casinos in Vicksburg and Natchez contribute to lodging, entertainment, and foodservice operations. These areas highlight the diverse career opportunities available in Mississippi that span guest services, food and beverage, lodging operations, gaming management, recreation, and event coordination. Students should select an area of the state and research the following information:
     • Primary hospitality focus
     • Two careers associated with that sector
     • One way it contributes to Mississippi's economy

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Competencies and Suggested Objectives

1. Describe the types and functions of customer relationship management (CRM) systems. [DOK2]
    a. Discuss the CRM systems (point of sale [POS], property management system [PMS], and central reservation office [CRO]) that are unique to the following operations:
       • Lodging and resort
       • Food and beverage
       • Event management
       • Travel and tourism
    b. Identify the ways these systems can be integrated for maximum efficiency.

2. Describe the types and functions of safety and security systems. [DOK2]
    a. Discuss the safety and security systems that are unique to the following operations:
       • Lodging and resort
       • Food and beverage
       • Event management
       • Travel and tourism

3. Describe the types and functions of sales and accounting management systems. [DOK2]
    a. Discuss the sales and accounting management systems that are unique to the following operations:
       • Lodging and resort
       • Food and beverage
       • Event management
       • Travel and tourism

4. Describe the types and functions of cost and labor reduction systems. [DOK2]
    a. Discuss the cost and labor reduction systems that are unique to the following operations:
       • Lodging and resort
       • Food and beverage
       • Event management
       • Travel and tourism

5. Describe the types and functions of systems that enhance the customer experience. [DOK1]
    a. Discuss the customer experience enhancement systems that are unique to the following operations:
       • Lodging and resort
       • Food and beverage
       • Event management
       • Travel and tourism

6. Investigate and analyze technological advancements in the lodging, hospitality, and tourism industry. [DOK3]
    a. Identify and discuss how artificial intelligence (AI) is integrated into the industry through virtual assistants, recommendation systems, and more.
    b. Research emerging trends and advancements in technology, such as autonomous robot systems, mobile applications, third-party delivery systems, and kiosks.

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Mississippi Career Connections

As AI becomes more prevalent, Mississippi's hotels, restaurants, event venues, and travel services must adapt to this new technology. Employees must understand not only how to use these tools but also how to use them ethically. This includes protecting guest privacy, avoiding bias in recommendation systems, ensuring accuracy in automated decision-making, and knowing when human judgment is required. The ethical use of AI supports safety, trust, and professionalism across the hospitality industry.

Students should pick one AI tool used in the hospitality, events, and tourism industry (e.g., predictive booking, AI chatbots, and digital concierge services) and then explain the following with a partner or group:

- What is a possible ethical concern with this technology?
- How should a hospitality business address this concern?
- What is one job role that should be responsible for ensuring the tool is used properly?

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Competencies and Suggested Objectives
1. Explain the role of sales, including objectives, responsibilities, structures, and strategies. [DOK2] a. Identify the key objectives and various tasks of a sales department. b. Identify the structure and positions found in a sales department. c. Explain the responsibilities of a sales professional. d. Identify the purpose of prospecting and the role of the internet, networking, relationship building, strategic alliances, and referrals in sales. e. Identify the types of sales, the purpose of upgrading sales, and the role of specialty sales (e.g., bundling).
2. Explain the management responsibilities of marketing, including planning, target market selection, and promotional tools. [DOK2] a. Define a marketing plan and how it is developed and implemented. b. Explain how target markets are selected. c. Identify the tools used for promoting a variety of products and services.

3. Research and discuss the role of marketing, including strategies, activities, and ethical considerations. [DOK2]
 a. Identify marketing activities.
 b. Differentiate between marketing and advertising.
 c. Explain the purpose of measuring return on investment (ROI) for all marketing efforts.
 d. Identify the original four Ps of marketing and the role of each in the development of a marketing plan.
  • Product
  • Place
  • Price
  • Promotion
 e. Identify the purpose of analyzing market segments when building a marketing plan, strategy, and message, focusing on target markets.
 f. Identify market characteristics.
 g. Explain the use of demographics and psychographics in researching and positioning products for specific market segments or target markets.
 h. Identify the principles of supply and demand.
 i. Identify the purpose of communicating marketing messages to customers.
 j. Explain the role of ethics and ethical practices in marketing.
 k. Explain the purpose of implementing green practices as part of the marketing plan, strategy, or message.

4. Develop and evaluate advertising campaigns using appropriate media. [DOK3] a. Determine what avenue to follow based on market research. b. Develop an advertising campaign. c. Implement and promote campaign strategies. d. Evaluate the effectiveness of campaign strategies.

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5. Develop and coordinate promotional campaigns using a promotional mix. [DOK3]
    a. Explain the role of promotion.
    b. Explain the types of promotion, including personal selling, sales promotions, publicity, and advertising.
    c. Explain the concept of a promotional mix.
    d. Coordinate promotional activities.
    e. Identify the purpose of communicating marketing messages to customers.

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Unit 14: Digital Promotion and Social Media Marketing

Competencies and Suggested Objectives
1. Define digital promotion and social media marketing. ^{DOK1}
2. Discuss the ethics of social media and proper online etiquette. ^{DOK2}
3. Explain how social media is used in the lodging and hospitality industry. ^{DOK2}
4. Discuss the benefits and risks of digital marketing. ^{DOK2}
5. Identify target audiences and explain how to reach them using appropriate social media platforms (e.g., stories, reels, and posts). ^{DOK2}
6. Create a social media marketing plan that uses data analytics and engagement metrics to optimize results. ^{DOK4}

Mississippi Career Connections
Digital marketing plays a major role in how Mississippi hotels, restaurants, resorts, and tourism attractions reach guests. To connect this unit to real industry practice, students act as digital marketing assistants for a Mississippi hospitality business. Students identify a target audience, design a short set of social media posts, and review engagement metrics to see how the content could be improved. They should also note one ethical consideration, such as privacy, accuracy, or online etiquette, to understand how responsible social media use supports the state's hospitality and tourism industry.

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Competencies and Suggested Objectives

1. Demonstrate effective management skills in staffing, guest services, time management, and crisis situations. [DOK3]
   a. Identify traditional management styles (e.g., autocratic, bureaucratic, laissez-faire, and democratic).
   b. Explain the role of the manager in the employee empowerment process.
   c. Demonstrate effective staffing and scheduling strategies.
   d. Discuss the role of management in the guest experience cycle.
   e. Demonstrate how a manager leads an exceptional guest service team.
      • Recovery
      • Personalization
      • Knowledge
      • Passion
      • Commitment
      • Inclusion
      • Personality
   f. Identify ways lodging and food service entities can minimize the risks involved in daily operations.
   g. Explore ways to apply time management principles.
      • Planning
      • Goal setting
      • Setting priorities
      • Delegating
   h. Discuss and demonstrate crisis management skills (during firearm incidents, robberies, or natural disasters).
   i. Discuss the importance of media training.

2. Demonstrate effective leadership skills in managing tasks, people, and conflict, and analyze how leadership supports hospitality operations. [DOK3]
   a. Recognize the skills and attributes of an effective leader.
   b. Identify the available leadership positions.
   c. Analyze the relationship between leadership and management.
   d. Demonstrate how effective leadership supports the guest cycle.

3. Demonstrate appropriate employee communication processes and methods used by management. [DOK3]
   a. Discuss the purpose of a mission statement.
   b. Explain the importance of clearly communicating each employee's role and purpose.
   c. Demonstrate effective communication of performance goals to employees to ensure their performance meets standards.
   d. Distinguish between appropriate and inappropriate interaction skills in the working environment.
   e. Integrate teamwork into daily operational routine.
   f. Discuss the importance of employee evaluation and feedback.

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4. Research and explain the role of the human resources department in staffing, compliance, and employee growth within hospitality leadership. ^{DOK3}
    a. Identify the key responsibilities of human resources.
    b. Discuss leadership roles in the human resources process.
    c. Explain how recruiting, interviewing, and hiring practices are managed.
    d. Discuss the purpose and importance of documentation for new and existing employees.
        - Onboarding (e.g., tax, insurance, benefits, etc.)
        - Orientation
        - Training
        - Evaluation
        - Promotion
        - Termination
    e. Explain how various departments manage staffing and scheduling.
    f. Explain how diversity is managed through the human resources process.
    g. Identify employee rights, hospitality laws and regulations, and benefits that are managed through human resources.
    h. Connect federal, state, and local laws and regulations as they relate to employee rights and responsibilities.

Unit 16: Safety and Risk Management

Competencies and Suggested Objectives

1. Explain the purpose of maintaining a safe, healthy environment for customers and employees. [DOK2]
   a. Explain the importance of workplace safety.
   b. Identify the role of occupational safety and the purpose of a job safety analysis report in providing safe working conditions to employees.
   c. Identify the safety policies and procedures regarding operational safety, workplace accidents, injuries, and fire safety.

2. Describe the processes used to maintain a safe and healthy environment for customers and employees, including risk management and compliance systems. [DOK2]
   a. Explain the risk management process and the use of the elements of a health and safety program in the workplace.
   b. Explain why sanitation risk management and providing personal protective equipment are critical parts of a manager's responsibilities.
   c. Identify the role of the Occupational Safety and Health Administration (OSHA) in ensuring a safe and healthy work environment for all American workers by overseeing Hazardous Materials Communication (HazCom) Standards.
   d. Discuss how managing all OSHA requirements is accomplished.
   e. Identify the roles of the following in daily operations: Assure, Look, Employees, Reports, and Threat (ALERT), NSF: The Public Health and Safety Organization, Hazard Analysis Critical Control Points (HACCP), and Active Managerial Control.

3. Explain and apply fire safety procedures for different fire types and emergency scenarios. [DOK2]
   a. Identify the four classes of fires and explain the proper use of fire extinguishers.
     • A (wood, paper, cloth, cardboard, rubber, and plastic)
     • B (flammable liquids)
     • C (electrical)
     • K (kitchen fires involving cooking oils and fats)
   b. Identify proper fire drill procedures and the importance of fire exit locations, routes, and alarms.
   c. Ensure that all fire safety signage and lighting are operational.
   d. Explain the proper procedures to assist in preventing the spread of fire.
   e. Recognize the procedures to use in the event of being trapped by fire.
   f. Identify types of inspection/compliance required of fire safety equipment.

4. Examine the regulations for hazardous chemicals. [DOK2]
   a. Identify the Occupational Safety and Health Administration (OSHA) and its function.
   b. Identify and discuss the importance of the OSHA Hazard Communication Standard (HCS) or HazCom.
   c. Identify and discuss the importance of a safety data sheet (SDS) and where to obtain it.
   d. Identify proper storage, disposal, and use of hazardous chemicals.

5. Explain and apply general guidelines for handling medical and other emergencies through established contingency procedures and preparedness cycles. [DOK3]
   a. Discuss general guidelines for handling medical emergencies.
   b. Identify local emergency management agencies.
   c. Identify and practice contingency procedures for other emergencies.
   d. Identify safety and medical equipment and required training (e.g., personal protective equipment [PPE], defibrillators, EPI pens, naloxone [Narcan®], and other safety/medical equipment).

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e. Utilize the emergency preparedness cycle to prepare for potential emergencies.
- Plan
- Organize
- Train
- Practice
- Evaluate

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

Note: This unit will be ongoing throughout the year. Time allotted for this unit will be distributed over the entire year.

Mississippi Career Connections

Students will partner with the health science and/or law and public safety students to run a fictional "Bulldog Inn" located on the school campus. Over two weeks, they will:
- Audit the building as if it were a hotel (guest rooms = classrooms, kitchen = café, etc.).
- Write a comprehensive Safety & Health Program.
- Train and drill the school community in one live, student-run emergency simulation (fire OR chemical spill).
- Debrief the event, revise the plan, and present findings to administrators.

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Competencies and Suggested Objectives

1. Explain foodborne illness and the best practices in providing safe food. [DOK2]
   a. Define foodborne illness and what is considered an outbreak.
   b. Identify and explain the various challenges to food safety faced by the foodservice industry.
      - Time
      - Language and culture
      - Literacy and education
      - Pathogens
      - Unapproved suppliers
      - High-risk customers
      - Staff turnover
   c. Discuss the costs of a foodborne illness to both the operation and the victims.
   d. List the three categories of contaminants and give examples of each.
      - Biological (e.g., *E. coli*, hepatitis A, and norovirus)
      - Chemical (e.g., pesticides, food additives, and veterinary drugs)
      - Physical (e.g., plastic pieces, wood splinters, and hair)
   e. Discuss the five most common ways that food can become unsafe.
      - Cross-contamination
      - Improper cooking temperature
      - Inadequate storage
      - Poor personal hygiene
      - Unsafe water and raw materials
   f. Discuss the four main practices related to foodborne illness.
      - Prevention
      - Detection
      - Response
      - Education and training
   g. Review time and temperature control for safety (TCS) foods and identify common TCS and ready-to-eat foods.
   h. Identify populations at high risk for foodborne illness.

2. Examine forms of contamination and demonstrate prevention and response strategies for contaminated food. [DOK3]
   a. Examine how contamination occurs, including the fecal-oral route and other common methods of contamination.
   b. Discuss biological contamination and the "big six" pathogens, according to the Food and Drug Administration (FDA).
   c. Identify the symptoms of foodborne illness and the variation of onset times.
   d. Identify the basic characteristics and six growth conditions of bacteria that cause foodborne illnesses (FAT TOM) and proper control.
      - Food
      - Acidity
      - Time
      - Temperature

- Oxygen
- Moisture

 e. Describe major bacteria, including source, linked food, and prevention methods.
- *Salmonella typhi*
- Nontyphoidal *Salmonella* (NTS)
- *Shigella* spp.
- Shiga toxin-producing *E. coli* (STEC)

 f. Identify the basic characteristics of viruses that cause foodborne illness.

 g. Describe the source, the food linked with the virus, and prevention methods for the major viruses.
- Hepatitis A
- Norovirus

 h. Describe the locations, sources, and prevention methods common to parasites.

 i. Discuss the origins, symptoms, and prevention of biological toxins or poisons.

3. Describe and analyze sources, symptoms, and prevention methods for chemical and physical contaminants. DOK3

 a. Explain the deliberate contamination of food and develop/analyze the food defense system in place in your kitchen or cafeteria using the ALERT tool designed by the FDA.
- Document information
- Identify staff
- Cooperate with authorities
- Review procedures

 b. Identify the top nine allergens and discuss the various food sources for each.

 c. Identify the common symptoms of an allergic reaction and how to respond if one occurs.

 d. Explain how to prevent allergic reactions by using food labels, properly training your service and kitchen staff, and avoiding cross-contact in all situations.

4. Demonstrate best practices for safe food handling through personal hygiene and workforce compliance. DOK3

 a. Explain and give examples of how to manage a personal hygiene program and how food handlers can contaminate food, including the situations and actions that lead to contamination.

 b. Describe and demonstrate proper handwashing and hand-care practices.

 c. Discuss the importance of single-use gloves and how to properly choose, use, and change them on the job.

 d. Demonstrate proper personal hygiene practices, including personal cleanliness, proper work attire guidelines, and eating, drinking, smoking, or chewing gum or tobacco.

 e. Discuss policies for reporting health issues and how to watch for and handle medical conditions among the staff.

5. Demonstrate proper cleaning and sanitizing procedures and develop plans for safe kitchen operations. DOK3

 a. Discuss safe and appropriate cleaners and sanitizers, including how to ensure the effectiveness of a sanitizer.

 b. Identify the general guidelines for the effective use of chlorine, iodine, and "quats."

 c. Explain how and when to clean and sanitize surfaces and equipment.

 d. Demonstrate the proper procedure for dishwashing by machine and manually in a three-compartment sink.

 e. Demonstrate how to store tableware and equipment properly.

 f. Demonstrate the proper procedure for using wiping cloths, cleaning the premises, cleaning after illnesses, and using and storing cleaning tools and supplies.

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g. Acting as a manager, develop a cleaning plan for your kitchen or school cafeteria.
6. Identify regulations requiring food safety certifications for state health department compliance. ^{DOK1}

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

Note: This unit will be ongoing throughout the year. Time allotted for this unit will be distributed over the entire year.

Mississippi Career Connections

Assuming the role of restaurant or hotel manager, students will design a training plan for new kitchen staff that emphasizes essential employment skills, including teamwork, communication, time management, and customer service. By identifying how these employment skills impact daily operations and guest satisfaction, students connect classroom learning to real workplace expectations in Mississippi's hospitality industry.

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Competencies and Suggested Objectives

1. Apply fundamental math concepts related to the hospitality industry. [DOK2]
   a. Calculate and convert percentages, fractions, and decimals to interpret the following:
     • Occupancy rates
     • Food-cost ratios
     • Revenue metrics
     • Price adjustments

2. Apply proper accounting techniques to manage, finalize, and balance customer accounts. [DOK2]
   a. Demonstrate appropriate payment handling techniques for all transactions.
   b. Demonstrate the correct procedures for posting charges and payments to customer accounts.
   c. Apply correct procedures for internal and external direct bill accounts.
   d. Assess night audits and end of shift/day balancing.

3. Explain and demonstrate financial processes throughout the guest cycle. [DOK3]
   a. Explain the need and identify the processes used for protecting the customer's right to privacy.
   b. Explain the need for protecting customers against identity theft and fraud.
   c. Demonstrate the financial transactions that occur during the guest cycle.
   d. Identify types of sensitive customer information at risk during a financial transaction.
   e. Explain the financial purpose of an employee code of conduct.
   f. Indicate the financial opportunities for employees to influence customer spending during the guest cycle.

4. Analyze financial processes at different times within the reporting cycle. [DOK3]
   a. Identify revenue management goals of various business entities.
   b. Identify the key difference between a revenue center and a cost center along with the areas belonging to each.
   c. Identify the importance and evaluation (e.g., Smith Travel Accommodations Report [STAR]) of key performance indicators and their evaluation, including food cost, labor cost, prime cost, occupancy percentage, average daily rate, and revenue per available room/seat/square foot/passenger capacity.
   d. Explain the importance of forecasting and financial management (e.g., operational and capital budgeting, and cost analysis).
   e. Identify the components of financial statements (e.g., income statements and balance sheets).
   f. Recognize Total Economic Impact (TEI) for DMOs.

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Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date (MM/DD/YY) on which the student mastered the competency.

		Unit 1: Course Orientation, Safety Procedures, and Leadership Opportunities
	1.	Apply and investigate policies and procedures in educational and occupational environments.
	2.	Analyze and apply opportunities provided by Career and Technical Student Organizations (CTSOs).
		Unit 2: Employability Skills and Opportunities
	1.	Research, analyze, and apply for current available jobs in the industry.
	2.	Apply and demonstrate the proper business etiquette skills needed for employability.
	3.	Apply fundamental math concepts related to the hospitality industry.
		Unit 3: Introduction to Hospitality and Tourism
	1.	Describe the nature and scope of the hospitality and tourism career cluster and explain its role in society and the economy.
	2.	Describe career and higher education opportunities and means to attain those opportunities within the hospitality and tourism career pathways.
		Unit 4: Introduction to Travel and Tourism
	1.	Explore and describe travel locations, requirements, and cultures worldwide.
	2.	Discuss and compare the requirements of accredited travel agencies and tour guides.
	3.	Plan and demonstrate activities associated with organizing, booking, and conducting group tours.
	4.	Identify and explain the connection between state and local attractions and the travel and tourism industry.
		Unit 5: Customer Service
	1.	Apply and demonstrate effective customer service skills.
	2.	Demonstrate communication skills related to customer service.
	3.	Analyze, evaluate, and develop solutions for customer service issues.

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Unit 6: Lodging: Organization and Operation

	1.	Classify and describe departments and their functions in both large and small lodging properties.
	2.	Explain and demonstrate the responsibilities and basic tasks of front office operations.
	3.	Identify and describe the job functions of positions within the front office.
	4.	Describe and demonstrate the duties and procedures of the housekeeping department.
	5.	Explain the role, responsibilities, and procedures of the facilities management department.
	6.	Explain the role of safety and security in protecting people and property during criminal, severe weather, and emergency situations.
	7.	Apply and evaluate security procedures to protect customers and employees.

Unit 7: Lodging: Food and Beverage Operations

	1.	Explain the role and functions of food service within the hospitality industry.
	2.	Demonstrate and explain proper techniques for food service.

Unit 8: Food Safety

	1.	Explain the importance of food safety.
	2.	Describe and demonstrate the importance of good personal hygiene for foodservice.
	3.	Apply proper methods for controlling time and temperature for food safety.
	4.	Demonstrate and explain the proper methods for preventing cross-contamination and contact.
	5.	Demonstrate proper cleaning, sanitizing, and pest prevention techniques.
	6.	Maintain awareness of regulations requiring food safety certifications for compliance with the state Department of Health.

Unit 9: Event Management

	1.	Identify and explain types of meetings, conventions, and special events by applying basic event planning elements.
	2.	Discuss and apply practices for maintaining stakeholder relationships in event management (e.g., community, vendors, public officials, and media).
	3.	Research career and educational opportunities in the event industry.

Unit 10: Mastering the Foundations of Lodging, Hospitality, and Tourism

	1.	Review policies and procedures in educational and occupational environments.
	2.	Demonstrate hospitality career readiness through job research, professional etiquette, and operational math skills.
	3.	Describe lodging, foodservice, and tourism structure, trends, and economic impact through exploring related career, education, skill, and entrepreneurial pathways.
	4.	Design and evaluate local and worldwide travel experiences by mapping destination requirements, verifying service accreditation, pricing group tours, and analyzing attractions, marketing, and infrastructure.

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	5.	Provide exemplary multichannel customer service by surpassing standards and resolving issues proactively to ensure guest satisfaction.
	6.	Analyze and coordinate lodging operations through property classification, front office and housekeeping management, maintenance supervision, and safety and security protocol enforcement.
	7.	Describe food-and-beverage classifications, departments, and regulations, and apply service techniques that uphold quality, teamwork, and financial control.
	8.	Maintain food safety in hospitality through hygiene, temperature control, cross-contamination prevention, sanitation, and regulatory compliance.
	9.	Plan and review events by identifying types, applying planning essentials, maintaining ethical and legal stakeholder relations, and exploring careers in event management.
Unit 11: Cruise Ships, Resorts, Clubs, and Gaming		
	1.	Explain the role of cruise ships in the hospitality and tourism industry, including types of ships and cruises, and the target customer markets for each.
	2.	Describe the purpose of resorts and clubs, including types, target markets, amenities, and guest partnerships.
	3.	Analyze the scope of the gaming industry, including operations, regulations, career opportunities, and social and economic impacts.
Unit 12: Technology		
	1.	Describe the types and functions of customer relationship management (CRM) systems.
	2.	Describe the types and functions of safety and security systems.
	3.	Describe the types and functions of sales and accounting management systems.
	4.	Describe the types and functions of cost and labor reduction systems.
	5.	Describe the types and functions of systems that enhance the customer experience.
	6.	Investigate and analyze technological advancements in the lodging, hospitality, and tourism industry.
Unit 13: Sales and Marketing		
	1.	Explain the role of sales, including objectives, responsibilities, structures, and strategies.
	2.	Explain the management responsibilities of marketing, including planning, target market selection, and promotional tools.
	3.	Research and discuss the role of marketing, including strategies, activities, and ethical considerations.
	4.	Develop and evaluate advertising campaigns using appropriate media.
	5.	Develop and coordinate promotional campaigns using a promotional mix.
Unit 14: Digital Promotion and Social Media Marketing		
	1.	Define digital promotion and social media marketing.
	2.	Discuss ethics of social media and proper online etiquette.
	3.	Explain how social media is used in the lodging and hospitality industry.

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	4.	Discuss the benefits and risks of digital marketing.
	5.	Identify target audiences and explain how to reach them using the appropriate social media platforms (e.g., stories, reels, and posts).
	6.	Create a social media marketing plan that uses data analytics and engagement metrics to optimize results.
Unit 15: Human Resources and Management		
	1.	Demonstrate effective management skills in staffing, guest services, time management, and crisis situations.
	2.	Demonstrate effective leadership skills in managing tasks, people, and conflict, and analyze how leadership supports hospitality operations.
	3.	Demonstrate appropriate employee communication processes and methods used by management.
	4.	Research and explain the role of the human resources department in staffing, compliance, and employee growth within hospitality leadership.
Unit 16: Safety and Risk Management		
	1.	Explain the purpose of maintaining a safe, healthy environment for customers and employees.
	2.	Describe the processes used to maintain a safe and healthy environment for customers and employees, including risk management and compliance systems.
	3.	Explain and apply fire safety procedures for different fire types and emergency scenarios.
	4.	Examine the regulations for hazardous chemicals.
	5.	Explain and apply general guidelines for handling medical and other emergencies through established contingency procedures and preparedness cycles.
Unit 17: Advanced Food Safety		
	1.	Explain foodborne illness and the best practices in providing safe food.
	2.	Examine forms of contamination and demonstrate prevention and response strategies for contaminated food.
	3.	Describe and analyze sources, symptoms, and prevention methods for chemical and physical contaminants.
	4.	Demonstrate best practices for safe food handling through personal hygiene and workforce compliance.
	5.	Demonstrate proper cleaning and sanitizing procedures and develop plans for safe kitchen operations.
	6.	Identify regulations requiring food safety certifications for state health department compliance.
Unit 18: Accounting and Operational Finance		
	1.	Apply fundamental math concepts related to the hospitality industry.
	2.	Apply proper accounting techniques to manage, finalize, and balance customer accounts.
	3.	Explain and demonstrate financial processes throughout the guest cycle
	4.	Analyze financial processes at different times within the reporting cycle.

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National Business Administration Standards (NBEA)
Hospitality and Tourism Career Cluster

Standards	Units																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
BL				X				X	X		X					X	X	
CO	X	X																
CR				X	X	X	X				X						X	
EC			X								X							
EI	X	X													X			
FI							X	X		X	X	X						X
HR		X					X	X		X					X			
KM															X			
MK			X	X									X					
MP									X				X					
NF			X	X		X				X	X	X	X				X	
OP	X		X	X		X	X	X			X	X				X	X	X
PD	X	X	X	X											X			
PI							X		X				X					X
PJ									X									
PM							X				X		X					
PR									X				X	X				
RM	X							X	X		X					X	X	
SE		X											X					
SM	X										X				X			

Business Law (BL)
- Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions.

Communication Skills (CO)
- Understands the concepts, strategies, and systems used to obtain and convey ideas and information.

Customer Relations (CR)
- Understands the techniques and strategies used to foster positive, ongoing relationships with customers.

Economics (EC)
- Understands the economic principles and concepts fundamental to business operations.

Emotional Intelligence (EI)
- Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others.

Financial Analysis (FI)
- Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.

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Human Resources Management (HR)
- Understands the tools, techniques, and systems that businesses use to plan, staff, lead, and organize human resources.

Knowledge Management (KM)
- Understands the systems, strategies, and techniques used to collect, organize, analyze, and share information known in an organization.

Marketing (MK)
- Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives.

Market Planning (MP)
- Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience.

Information Management (NF)
- Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making.

Operations (OP)
- Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning.

Professional Development (PD)
- Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career.

Pricing (PI)
- Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.

Project Management (PJ)
- Understands tools, techniques, and systems that are used to plan, implement, monitor, and evaluate business projects.

Product/Service Management (PM)
- Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities and to build brand for the organization.

Promotion (PR)
- Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.

Risk Management (RM)
- Understands risk-management strategies and techniques used to minimize business loss.

Selling (SE)
- Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.

Strategic Management (SM)
- Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department.

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ServSafe Certification

Domains	Units																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Management of Food Safety Practices								X								X	X	
Hygiene and Health								X									X	
Safe Receipt, Storage, Transportation & Disposal								X									X	
Safe Preparation & Cooking								X									X	
Safe Service & Display							X	X									X	
Cleanliness & Sanitation						X		X								X	X	
Facilities & Equipment						X										X		

Management of Food Safety Practices
- Design and document HACCP or other food-safety plans aligned with regulatory requirements.
- Implement active managerial-control procedures, including monitoring logs and corrective actions.
- Audit food-safety systems through self-inspections and timely resolution of non-conformities.

Hygiene and Health
- Enforce personal-hygiene standards such as handwashing, glove use, and attire controls.
- Implement illness-reporting and exclusion protocols for reportable pathogens.
- Document compliance actions to protect consumer health and reduce legal exposure.

Safe Receipt, Storage, Transportation & Disposal
- Approve suppliers and verify deliveries through temperature and quality inspections.
- Rotate and store products using FIFO and appropriate environmental controls.
- Dispose of refuse and grease to prevent cross-contamination and pest attraction.

Safe Preparation & Cooking
- Control time-temperature parameters from thawing through cooling and reheating.
- Calibrate and use thermometry to verify minimum internal cooking temperatures.
- Manage specialized processes (e.g., ROP, sous-vide) under variance or HACCP requirements.

Safe Service & Display
- Maintain food in approved temperature zones during holding and display.
- Protect self-service and buffet items with sneeze guards, utensils, and signage.
- Handle returned or undercooked foods in accordance with consumer-advisory and re-service policies.

Cleanliness & Sanitation
- Operate three-compartment sinks and dish-machines to meet sanitizing standards.
- Validate sanitizer concentrations and pest-control measures through testing and monitoring.
- Document cleaning schedules and corrective actions to satisfy regulatory audits.

Facilities & Equipment
- Evaluate facility layout, NSF/ANSI equipment, and surface finishes for food-safety compliance.
- Maintain lighting, ventilation, plumbing, and waste systems to prevent contamination.
- Implement pest-exclusion and preventive-maintenance programs that support a safe flow of food.

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Mississippi College- and Career-Readiness Standards (MS CCRS)
English II

Standards	Units																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
RI.10.1	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
RI.10.2	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
RI.10.3		X	X		X	X	X	X	X	X	X	X	X		X	X	X	X
RI.10.4	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
RI.10.5		X	X		X		X		X	X	X	X	X	X	X	X	X	X
RI.10.6	X		X	X			X		X	X	X	X	X	X	X	X	X	X
RI.10.7				X										X				
RI.10.8									X					X				
RI.10.9																		
RI.10.10																		
W.10.1					X		X		X	X			X	X	X			
W.10.2	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
W.10.3					X													
W.10.4	X	X	X		X	X	X	X	X	X		X	X	X	X	X	X	X
W.10.5	X	X	X		X	X	X	X	X	X		X	X	X	X	X	X	X
W.10.6		X	X	X					X	X		X	X	X	X			
W.10.7		X	X	X			X	X	X	X	X	X	X	X	X	X	X	
W.10.8		X	X	X			X	X	X	X	X		X		X	X	X	
W.10.9			X				X		X	X	X		X		X		X	
W.10.10		X																
SL.10.1	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
SL.10.2			X		X	X	X	X		X					X	X	X	
SL.10.3					X		X			X					X			
SL.10.4	X	X			X	X	X		X	X	X		X		X	X	X	
SL.10.5	X			X			X		X	X		X	X	X				
SL.10.6	X	X					X							X				
L.10.1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L.10.2	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L.10.3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L.10.4	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L.10.5	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L.10.6	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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Reading Informational Text

Key Ideas and Details

RI.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.10.2 Determine the central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.

RI.10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

RI.10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

RI.10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

RI.10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity

RI.10.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Writing

Text Types and Purposes

W.10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.10.2 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.10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

W.10.4 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.10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

W.10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

W.10.7 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.

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W.10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

W.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

SL.10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

SL.10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

Language

Conventions of Standard English

L.10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

L.10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

L.10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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DECA Competitive Events

Events	Units																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Hospitality Services Team Decision Making			X		X	X	X		X			X	X	X	X	X		X
Hospitality and Tourism Operations Research		X	X		X				X			X	X	X	X	X		X
Hospitality and Tourism Professional Selling			X		X	X			X			X	X	X	X			X
Hotel and Lodging Management Series			X		X	X	X		X			X	X	X	X	X		X
Principles of Hospitality and Tourism			X		X	X	X		X			X	X	X	X	X		
Quick Service Restaurant Management Series			X		X		X	X	X			X	X	X	X	X		X
Restaurant and Food Service Management Series			X		X		X	X	X			X	X	X	X	X		X
Travel and Tourism Team Decision Making			X		X	X			X	X	X	X	X	X	X			X
Virtual Business Challenge – Hotel Management			X		X	X			X			X	X	X	X	X		X
Virtual Business Challenge – Restaurant			X		X		X	X	X			X	X	X	X	X		X

Hospitality Services Team Decision Making
- Synthesize management, marketing, and customer service concepts to analyze real world hospitality challenges.
- Reinforce 21st century communication, leadership, and collaboration skills evaluated in Hospitality Team Decision Making presentations.
- Prepare students to justify operational recommendations using performance indicators and analytical reasoning.

Hospitality and Tourism Operations Research
- Apply hospitality industry knowledge to real world corporate social responsibility and customer service challenges.
- Incorporates social responsibility, strategy development, and budgeting.
- Reinforce skills for research presentation, teamwork, and professionalism.

Hospitality and Tourism Professional Selling
- Provides instruction in professional selling, which includes prospecting, needs assessment, presenting, handling objections, and closing.

- Builds knowledge of influencer strategies, social analytics, and digital return on investment, which prepares students to propose influencer-driven tourism campaigns.
- Reinforces interpersonal communication, leadership, and presentation skills.

Hotel and Lodging Management Series
- Introduce daily operational systems, service protocols, and quality assurance protocols.
- Analyze budgets, evaluate promotions, and lead teams effectively under real world hotel conditions.
- Understand Property Management Systems (PMS) integration, digital reservations, and the role of technology in modern hospitality management.

Principles of Hospitality and Tourism
- Provides a broad understanding of how hospitality, lodging, and tourism sectors interconnect.
- Builds interpersonal and promotional skills central to guest engagement, branding, and customer retention.
- Prepares students for real world interactions, emphasizing ethical decision-making, teamwork, and safety standards.

Quick Service Restaurant Management Series
- Focuses on guest service, safety, and cost management, preparing students for role-play analysis.
- Reinforces brand image, staffing solutions, and digital engagement essential to food service business leadership.
- Supports professionalism and communication skills.

Restaurant and Food Service Management Series
- Addresses menu design, service flow, cost management, and event-based promotions.
- Prepares students for customer-facing decision-making and promotional creativity.
- Supports management, supervision, and safety procedures.

Travel and Tourism Team Decision Making
- Elicits strategic tourism thinking including destination marketing, travel logistics, and resort operations.
- Supports teamwork, communication, and professionalism.
- Connects to data-driven recommendations, financial justifications, and sustainable tourism planning.

Virtual Business Challenge – Hotel Management
- Provides a digital environment for mirroring real hotel operations and decision-making cycles.
- Prepares students to interpret reports and manage key performance indicators such as Average Daily Rate (ADR), Revenue Per Available Room (RevPAR), and Occupancy Percent.
- Reinforces leadership, collaboration, and analytical thinking.

Virtual Business Challenge – Restaurant
- Integrates safety, finance, and operations to form the foundation of restaurant management.
- Enables students to connect marketing efforts with profitability and digital engagement.
- Emphasizes service quality, management, and workplace safety.

MISSISSIPPI DEPARTMENT OF EDUCATION

FCCLA Competitive Events

Events	Units																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Hospitality, Tourism & Recreation	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X		X
Event Management	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X		X
Culinary Arts	X	X			X		X	X									X	X
Food Innovations	X	X					X	X						X	X		X	X
Entrepreneurship	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X		X
Professional Presentation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Hospitality, Tourism & Recreation
- Demonstrate knowledge of the hospitality and tourism industry, including travel, lodging, and recreation.
- Apply customer service and problem-solving skills to real-world scenarios.
- Develop proposals or presentations that show integration of hospitality operations.
- Exhibit leadership and employability skills through teamwork and communication.

Event Management
- Plan and design professional level events, including budgets, contracts, and schedules.
- Demonstrate communication and customer service skills in event coordination.
- Integrate technology, safety, and risk management into event planning.
- Showcase leadership in organizing teams and delivering presentations of event plans.

Culinary Arts
- Demonstrate fundamental cooking and food preparation techniques.
- Apply principles of food safety, sanitation, and hygiene in all kitchen tasks.
- Exhibit teamwork and communication in a high-pressure food service setting.
- Produce high-quality food products within time constraints and presentation standards.

Food Innovations
- Design and develop a new food product that meets consumer needs.
- Apply food safety and regulatory guidelines in product development.
- Conduct market research and create a marketing plan for the product.
- Present product concepts effectively using professional communication skills.

Entrepreneurship
- Identify business opportunities within hospitality, tourism, or foodservice sectors.
- Develop a comprehensive business plan, including marketing and finance.
- Apply knowledge of customer service, operations, and human resources to entrepreneurship.
- Deliver professional presentations to pitch ideas to potential stakeholders.

Professional Presentation
- Research and prepare a formal oral or multimedia presentation on a hospitality-related topic.
- Demonstrate mastery of communication skills and professional presence.
- Integrate industry knowledge from multiple curriculum units into the presentation.
- Apply visual and digital media effectively to enhance audience engagement.

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