



**INTRODUCTION**  
**TO**  
**HOSPITALITY AND TOURISM**  
**RECOMMENDED GRADE LEVEL: 9, 10**

**Based on National Standards  
for Family and Consumer Sciences  
5, 8 & 10.**

**National Marketing Education  
Standards**

**New Hampshire K-12  
Social Studies Curriculum Framework**

Comprehensive Standard:

Integrate knowledge, skills and practices for careers in Hospitality and Tourism related industries: Facilities Management and Maintenance; Food Production and Service; Hospitality, Tourism and Recreation.



# Standards Referenced in Preparation of this Curriculum Guide

## Family and Consumer Sciences Education National Standards

### Facilities Management and Maintenance

- 5.0 Integrate knowledge, skills and practices required for careers in facilities management and maintenance
  - 5.1 Analyze career paths within the facilities management and maintenance areas
  - 5.3 Demonstrate sanitation procedures for a clean and safe environment
  - 5.4 Apply hazardous materials and waste management procedures
  - 5.5 Demonstrate a work environment that provides safety and security
  - 5.7 Demonstrate facilities management functions

### Food Production and Services

- 8.0 Integrate knowledge, skills and practices required for careers in food production and services
  - 8.1 Analyze career paths within the food production and food services industries
  - 8.2 Demonstrate food safety and sanitation procedures
  - 8.6 Demonstrate implementation of food service management functions
  - 8.7 Demonstrate the concept of internal and external customer service

### Hospitality, Tourism and Recreation, Sports Management

- 10.0 Integrate knowledge, skills and practices required for careers in hospitality, tourism and recreation
  - 10.1 Analyze career paths within the hospitality, tourism and recreation industries
  - 10.2 Demonstrate procedures applied to safety, security and Environmental issues
  - 10.3 Apply concepts of service to meet customer expectations
  - 10.6 Demonstrate management of recreation, leisure and other programs and events.



## **Standards Referenced in Preparation of this Curriculum Guide (*Continued*)**

<b>National Marketing Education Standards</b>
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### **Foundations**

#### Business, Management and Entrepreneurship

Understands fundamental business, management and entrepreneurship concepts that affect business decisions making

- Identify ways that technology impacts business
- Demonstrate leadership characteristics
- Identify potential business ventures based on community, market and opportunity analyses

#### Communication and Interpersonal Skills

Understands concepts, strategies and systems needed to interact effectively with others

- Communicate clearly and concisely in writing
- Use appropriate technology to facilitate marketing communications
- Make decisions
- Treat others fairly at work
- Demonstrate interpersonal skills in team working relationships
- Apply interpersonal skills to develop good customer relationships

#### Professional Development

Understands concepts and strategies needed for career exploration, development, and growth

- Analyze employer expectations in the business environment
- Identify employment opportunities in marketing and business
- Utilize resources that can contribute to professional development



## **Standards Referenced in Preparation of this Curriculum Guide (*Continued*)**

### **New Hampshire K-12 Social Studies Curriculum Framework**

#### **Geography**

10. Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report and analyze geographic information
  - 10.10.3 Employ maps and other images to identify, analyze, and communicate why various human geographic features are located in particular areas
  - 10.10.4 Locate, (using maps, plans, and schematics), the major components of the infrastructure of their community and region
11. Students will demonstrate an understanding of the physical and human geographic features that define places and regions
  - 11.10.2 Explain how industrialization, population, and urbanization define places and regions
  - 11.10.3 Use maps to demonstrate how place and regional boundaries change
14. Students will demonstrate an understanding of the connections between Earth's physical and human systems; the consequences of the interaction between human and physical systems, and changes in the meaning, use distribution, and importance of resources
  - 14.10.1 Analyze patterns of land use in terms of physical and human geographic features, distances to raw materials; proximity to population centers, and absence of physical barriers
  - 14.10.4 Discuss how settlement patterns and other land use decisions reflect the perceptions of people both in the past and in the present.
15. Students will demonstrate the ability to apply their knowledge of geographic concepts, skills, and technology to interpret the past and the present and to plan for the future.
  - 15.10.1 Evaluate sites within their community or region in order to identify the best location for a particular activity (for example shopping area or park)



## **Standards Referenced in Preparation of this Curriculum Guide (*Continued*)**

### **History**

16. Students will demonstrate the ability to employ historical analysis, interpretation and comprehension to make reasoned judgements and to gain an understanding, perspective, and appreciation of history and to its uses in contemporary situations
  - 16.6.9 Display historical perspective by describing the past through the eyes and experiences of those who were there, as related through their memories, literature, diaries, letters debates, arts, maps, and artifacts
  - 16.10.4 Examine historical materials relating to a particular region, society, or theme; analyze change over time; and make logical inferences concerning cause and effect
  - 16.10.5 Develop and implement research strategies in order to investigate a given historical topic
  
17. Students will demonstrate knowledge of the chronology and significance of the unfolding story of America including the history of their community, New Hampshire and the United States
  - 17.6.8 Discuss the origin, function and development of New Hampshire town meeting from the 17<sup>th</sup> century to the present
  - 17.10.9 Discuss the contributions of New Hampshire to United States history from 1600 through 1877
  - 17.12.8 Discuss the contributions of New Hampshire to United States history from 1865 to the present