

TOWNSHIP OF UNION PUBLIC SCHOOLS



**Hospitality and Tourism Marketing
Updated December 18, 2018**

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is the formulation of a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

This course of study enables students to understand business activities related to the hospitality and tourism industry, the second largest employer in the world and two of the most global and diverse businesses. This course draws upon the original principles and practices of marketing and links them with the latest and most innovative concepts that are used today by the hospitality and tourism industry's leaders. A fundamental knowledge base will be created for students wishing to pursue a career or become knowledgeable in the area of hospitality and tourism. Through classroom activities and various assignments students will research industry practices, role-play, create projects and participate in professional presentations based on acquired knowledge. The skills developed in this class will help students in furthering their education and any career.

Recommended Resources

Silva, Karen E. and Debra M. Howard. *Hospitality and Tourism*. NY, NY, Glencoe. 2006

Conde Nast Traveler

Advertising Age

www.marketingseries.glencoe.com

www.travelchannel.com

www.foodnetwork.com

Curriculum Units

Unit 1: The Hospitality and Tourism Business

Unit 2: Hospitality and Tourism Markets

Unit 3: Marketing Hospitality and Tourism

Unit 4: Exploring Careers in Hospitality & Tourism

Pacing Guide – Course

<u>Content</u>	Number of Days
<u>Unit 1:</u> The Hospitality and Tourism Business	25
<u>Unit 2:</u> Hospitality and Tourism Markets	60
<u>Unit 3:</u> Marketing Hospitality and Tourism	70
<u>Unit 4:</u> Exploring Careers in Hospitality & Tourism	25

New Jersey Student Learning Standards

21st Century Life and Careers

- **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study

Unit 1: The Hospitality and Tourism Business

Unit 1 gives students an introductory foundation, describing the wide range of hospitality and tourism businesses and introducing the fundamentals of these diverse industries, their background and their economic, cultural, and environmental impact. Students will also start to research the wide range of careers and businesses, as each chapter is uncovered. An ongoing discussion in which the students discover the variables of a service compared to a good and the challenges it offers a business will be introduced.

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>Why are hospitality and tourism the fastest growing industries today and how does that impact students?</p> <p>How do travel, tourism and hospitality impact the world?</p> <p>How does hospitality and tourism impact the local, state, and federal economies?</p> <p>What can hospitality and tourism businesses do to help sustain their environments?</p> <p>What makes a hospitality or tourism business successful?</p> <p>How might hospitality and tourism change in the future?</p>	<ul style="list-style-type: none"> • Describe the hospitality and tourism industries. • Identify the segments of the hospitality and tourism industries. • Define service as a product. • Explain the importance of service to the hospitality and tourism industries. • Identify trends in the hospitality and tourism industries. 	<ul style="list-style-type: none"> • Create and label a table that identifies the segments of the hospitality and tourism industries. • Produce a unique symbol that represents hospitality. • Create a visual that explains aesthetic pollution as it pertains to hospitality and tourism. • Create an advertisement that incorporates two or more trends in hospitality and tourism. • Interpret the cyclical nature of travel and produce a visual that represents it. • Explain how Maslow's Hierarchy of Needs relates to travel motive theories in an essay. 	<ul style="list-style-type: none"> • Complete end of chapter questions. • All projects and critical thinking activities are completed. • Quizzes on information learned. • Final mastery test on unit. • Projects and oral presentations.

Unit 2: Hospitality and Tourism Markets

Unit 2 explores the diverse markets of hospitality and tourism that provide opportunities for students interested in careers in these fields. In addition, students will have a better understanding of the operations of businesses in this industry. The topic of target markets and the growing importance will be discussed. Students will have the opportunity to participate in many hands on activities in which they express their understanding of target markets.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do the operations of food service establishments and lodging establishments impact the success of the business?</p> <p>Why is it important to know the target market in order to market tourism products?</p> <p>How does sporting events and entertainment impact tourism and the economy?</p> <p>Will tourism businesses continue</p>	<ul style="list-style-type: none"> • Explain the difference between commercial and on-site food-service facilities. • Identify the various categories of the commercial food-service industry. • Describe the types of restaurant businesses. • Explain front- and back of- the-house operations. • Identify ways restaurants can increase and measure profits. • Identify the types of hotel classifications. • Differentiate between business and leisure guests. • Explain the importance of yield management. • Identify the front-office positions in the rooms division of a hotel. • Identify guest services and support staff in a 	<ul style="list-style-type: none"> • Create a restaurant based on a target market and produce a professional menu. Present the restaurant and menu to the class. • Type an essay on what it takes to run a successful restaurant. • Research the Madonna Inn (a boutique hotel) and type a review for a travel periodical. • Observe the operations of a successful hotel and type a reaction. • Create a hotel and produce a promotional piece that would attract the target market for that hotel. Present the hotel and promotional piece to the class. 	<ul style="list-style-type: none"> • Complete end of chapter questions. • All projects and critical thinking activities are completed. • Quizzes on information learned. • Final mastery test on unit. • Projects and oral presentations.

to grow? Why?

hotel.

- Identify factors that contribute to the growth of tourism.
- Discuss the reasons that people travel.
- Describe the different types of tours.
- Explain and identify the importance of transportation providers.
- Discuss the impact of the cruise industry.
- Define destination.
- Discuss the concept of seasonality.
- Identify and describe the classifications of destinations.
- Identify the various businesses that promote and provide destination tourism.
- Explain the concept of perishability.
- Discuss how tourism is distributed.
- Distinguish the difference between amateur sports and professional sports.
- Identify career opportunities in sports event management.
- Differentiate between public and private events.
- Identify the categories of the entertainment

- Type up an itinerary for a complete tour of Union County highlighting the county's advantages.
- Create a tour brochure for Union County as a destination.
- Design a unique theme park that includes all the necessary elements to make it competitive and successful.

industry.

Unit 3: Marketing Hospitality and Tourism

Unit 3 explores the key aspects of marketing hospitality and tourism. The unit focuses on the marketing plan, marketing mix, and marketing research. Students will have the invaluable opportunity to preform activities that simulate real businesses. Such activities include, conducting marketing research, analyzing the information, and making conclusions along with product recommendations. Students will continue to improve on their communication skills in this unit through written and oral assignments.

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
What is involved in the marketing process? Why is understanding human behavior so important to a successful marketing plan? Why is it important to segment markets? What are the internal and external factors that affect the marketing mix? How do psychology	<ul style="list-style-type: none">• Describe the marketing process.• Explain elements of the basic marketing mix.• Identify the components of product utility.• Explain the purpose of the marketing plan.• Discuss the importance of a mission.• Identify the internal and external influences of the marketing environment.• Explain the purpose of market segmentation.• Identify the methods used to segment markets.• Explain product positioning.• Describe the process of market research.• Explain primary and secondary research.	<ul style="list-style-type: none">• Create a survey that identifies a problem and attempts to find solutions. Compute and analyze the results. Suggest recommendations.• Research a current company and identify internal and external influences that affect their marketing decisions.• Create an advertising campaign for a unique destination in the United States.• Research recent public relations campaigns and	<ul style="list-style-type: none">• Complete end of chapter questions.• All projects and critical thinking activities are completed.• Quizzes on information learned.• Final mastery test on unit.• Projects and oral presentations.

concepts affect the promotional strategy used?

- Identify methods for gathering primary data.
- Describe the product mix as it pertains to goods/services and different levels of products.
- Explain the product cycle and how each phase impacts operations.
- Differentiate between customer satisfaction and customer loyalty.
- Explain the importance of relationship marketing.
- Identify typical pricing strategies and how discounting is used.
- Describe the concept of supply and demand.
- Explain elasticity of demand.
- Explain how the product lifecycle affects price.
- Explain the promotional mix.
- Identify the types of advertising media.
- Discuss how to create an advertising message.
- Identify methods used to determine an advertising budget.
- Explain the concept of public relations.
- Identify strategies used in sales promotion.

identify the purpose.

- Type a press release for an event at the high school.

Unit 4: Exploring Careers in Hospitality & Tourism

This unit generates discussions on employment skills, such as communication and looks into the job research process. Students will learn how to research and prepare for a job interview and how to follow-up. This unit will benefit all students regardless of the industry they aspire to be a part of.

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How does empowerment relate to work ethic?</p> <p>What are different examples of leadership and how does it impact the workforce?</p> <p>What are the skills and characteristics an employer looks for in an employee?</p> <p>What are the advantages and disadvantages of owning a hospitality business?</p>	<ul style="list-style-type: none"> • Explain the importance of good customer relations. • Describe steps to resolve guest complaints to retain customers. • Identify external and internal factors that motivate employees. • Define leadership. • Describe ethical issues in the hospitality industry. • Identify different communication skills. • Identify the steps of the employment process. • Recognize the elements of a resume. 	<ul style="list-style-type: none"> • Role-play customer/employee scenarios. • Complete a self-evaluation questionnaire. • Research careers that match student characteristics and personalities. • Create/update student resume. 	<ul style="list-style-type: none"> • Complete end of chapter questions. • All projects and critical thinking activities are completed. • Quizzes on information learned. • Final mastery test on unit. • Projects and oral presentations.

	<ul style="list-style-type: none">• Describe a traditional job interview.		
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Resource Links

- **Glencoe**
www.glencoe.marketingseries.com
- **National Restaurant Association**
www.restaurant.org
- **American Hotel and Lodging Association**
www.ahla.com
- **Hotel Impossible**
www.travelchannel.com
- **Restaurant Impossible**
www.foodnetwork.com
- **Madonna Inn**
www.madonnainn.com
- **Olympics**
www.olympics.org
- **Disney World**
www.disneyworld.com
- **Super Bowl Advertising**
www.superbowl-ads.com
- **USA Today**
www.usatoday.com

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills. **CRP3.** Attend to personal health and financial well-being. **CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

2014 New Jersey Core Curriculum Content Standards - Technology

Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>	
Grade Level bands	Content Statement Students will:	Indicator	Indicator
9-12	Understand and use technology systems.	8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
	Select and use applications effectively and productively.	8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
		8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
		8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
		8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		B. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop</i>	

		<i>innovative products and process using technology.</i>	
Grade Level bands	Content Statement Students will:	Indicator	Indicator
9-12		8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		C. Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>	
Grade Level bands	Content Statement	Indicator	Indicator
9-12		8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>	
Grade Level bands	Content Statement	Indicator	Indicator
9-12	Advocate and practice safe, legal, and	8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or

	responsible use of information and technology.		Creative Commons to an original work.
	Demonstrate personal responsibility for lifelong learning.	8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
		8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
	Exhibit leadership for digital citizenship.	8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
		8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>	
Grade Level bands	Content Statement	Indicator	Indicator
9-12	Plan strategies to guide inquiry. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.	8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
		8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

	Process data and report results.		
Content Area	Technology		
Standard	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.		
Strand	F: Critical thinking, problem solving, and decision making: <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i>		
Grade Level bands	Content Statement Students will:	Indicator	Indicator
9-12	Identify and define authentic problems and significant questions for investigation. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions. Use multiple processes and diverse perspectives to explore alternative solutions.	8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

2014 New Jersey Core Curriculum Content Standards - Technology

Content Area	Technology
Standard	8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Strand		A. The Nature of Technology: Creativity and Innovation <i>Technology systems impact every aspect of the world in which we live.</i>	
Grade Level bands	Content Statement Students will be able to understand:	Indicator	Indicator
9-12	The characteristics and scope of technology.	8.2.12.A.1	Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation.
	The core concepts of technology.	8.2.12.A.2	Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.
	The relationships among technologies and the connections between technology and other fields of study.	8.2.12.A.3	Research and present information on an existing technological product that has been repurposed for a different function.
Content Area		Technology	
Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		B. Technology and Society: <i>Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.</i>	
Grade Level bands	Content Statement Students will be able to understand:	Indicator	Indicator
9-12	The cultural, social, economic and political	8.2.12.B.1	Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or

	effects of technology.		political need and publish for review.
	The effects of technology on the environment.	8.2.12.B.2	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.
	The role of society in the development and use of technology.	8.2.12.B.3	Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.
	The influence of technology on history.	8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
		8.2.12.B.5	Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.
Content Area		Technology	
Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		C. Design: <i>The design process is a systematic approach to solving problems.</i>	
Grade Level bands	Content Statement	Indicator	Indicator
	Students will be able to understand:		
9-12	The attributes of design.	8.2.12.C.1	Explain how open source technologies follow the design process.
		8.2.12.C.2	Analyze a product and how it has changed or might change over time to meet human needs and wants.
	The application of engineering design.	8.2.12.C.3	Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).

		8.2.12.C.4	Explain and identify interdependent systems and their functions.
		8.2.12.C.5	Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.
	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.	8.2.12.C.6	Research an existing product, reverse engineer and redesign it to improve form and function.
		8.2.12.C.7	Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.
Content Area		Technology	
Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		D. Abilities for a Technological World: <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i>	
Grade Level bands	Content Statement Students will understand how to:	Indicator	Indicator
9-12	Apply the design process.	8.2.12.D.1	Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.
		8.2.12.D.2	Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.
	Use and maintain technological products and systems.	8.2.12.D.3	Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.

	Assess the impact of products and systems.	8.2.12.D.4	Assess the impacts of emerging technologies on developing countries.
		8.2.12.D.5	Explain how material processing impacts the quality of engineered and fabricated products.
		8.2.12.D.6	Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.
Content Area		Technology	
Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		E. Computational Thinking: Programming: <i>Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.</i>	
Grade Level bands	Content Statement Students will be able to understand:	Indicator	Indicator
9-12	Computational thinking and computer programming as tools used in design and engineering.	8.2.12.E.1	Demonstrate an understanding of the problem-solving capacity of computers in our world.
		8.2.12.E.2	Analyze the relationships between internal and external computer components.
		8.2.12.E.3	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).
		8.2.12.E.4	Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

Suggested Activities/Modifications

Below are a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to:

1. Activities:

- Hotel Impossible
www.travelchannel.com
- Restaurant Impossible
www.foodnetwork.com
- Olympics
www.olympics.org

2. English Language Learners:

- a. Read written instructions
- b. Students may be provided with note organizers/study guides to reinforce key topics.
- c. Model and provide examples
- d. Extended time on assessments when needed.
- e. Establish a non-verbal cue to redirect student when not on task.
- f. Students may use a bilingual dictionary.
- g. Pair Visual Prompts with Verbal Presentations
- h. Highlight Key Words & Phrases

3. Special Education/504 Students:

- a. Students may be provided with note organizers / study guides to reinforce key topics.
- b. Extended time on assessments when needed.

- c. Preferred seating to be determined by student and teacher.
- d. Provide modified assessments when necessary.
- e. Student may complete assessments in alternate setting when requested.
- f. Establish a non-verbal cue to redirect student when not on task.
- g. Maintain strong teacher / parent communication.
- h. Repetition and practice
- i. Pair Visual Prompts with Verbal Presentations
- j. Check Use of Agenda

4. Gifted and Talented Students:

- a. Use of Higher Level Questioning Techniques
- b. Extension/Challenge Questions
- c. Provide Assessments at a Higher Level of Thinking

Interdisciplinary Connections/Global Perspective:

Content Workplace Readiness Skills/Standards as directed by the Core Curriculum Content Standards are infused into the curriculum.

English: Written reports & projects