

HET I: Introduction to Hospitality, Events, & Tourism

Units 1–4 Curriculum Development Guide

Unit 1: Orientation to HET Industries

Focus: Career Exploration, Social-Emotional Learning, & Industry Overview

Essential Question: How do the industries within HET work together to create experiences, strengthen communities, and create career opportunities?

Unit Learning Targets

- Describe the major sectors within HET and how they connect.
- Explain why HET matters to Delaware and the broader economy.
- Identify available HET program tracks and possible career pathways.
- Use interest, personality, and strengths information to set an initial career/learning goal.

Lesson 1.1: Overview of Hospitality, Events, & Tourism

Potential HET Standards / Cross-Cutting Themes

HLM1; ETL1; CC IX

Lesson Objective(s)

- Identify the major HET sectors and explain how they connect.
- Explore at least one HET occupation and formulate a question for further career exploration.

Resource(s), Activities & Teacher Notes

Resource(s):

- Delaware Restaurant Association (DRA) tourism / hospitality industry video or other approved Delaware HET industry overview.
- NRAEF Hospitality Pathways / INSiders Guide to Your Career.
- School/district HET pathway overview or local program-of-study materials.
- Teacher-created HET sector cards or images representing Culinary & Restaurant Management (CRM), Hospitality & Lodging Management (HLM), and Events & Tourism Leadership (ETL).
- Chart paper, sticky notes, or a digital collaboration board for the HET ecosystem map.
- Optional: current Delaware tourism, restaurant, lodging, or event images/examples to localize the lesson.

Activities:

- Launch - What Counts as HET? Students sort image/scenario cards into CRM, HLM, and ETL. Include several examples that intentionally overlap so students discuss how the sectors connect.
- Industry Overview - Use the DRA/approved industry video and NRAEF career resource for guided notes on the major HET sectors, common workplaces, and sample occupations.
- HET Ecosystem Map - In teams, students connect guests, employees, businesses, suppliers, communities, and HET sectors to show how one experience may involve multiple parts of the industry.

- Career Connection - Students select one sector and one occupation they want to know more about and develop one question they would ask an industry professional.

Closure - One Experience, Many Roles: students explain how a restaurant meal, hotel stay, festival, sporting event, or similar experience could involve more than one HET sector.

Teacher Notes:

- Emphasize that HET is an interconnected industry rather than three isolated tracks.
- Keep the lesson exploratory. Students are building awareness and vocabulary, not selecting a permanent pathway.
- Use local Delaware examples whenever possible so students can see HET in their own communities.
- The career question created here can be used during a later industry speaker, site visit, or WBL experience.

Assessment(s) / Evidence

- Sector sort/check for understanding
- HET ecosystem map; beginning career-exploration artifact.

Work-Based Learning Experience(s)

Industry speaker or TED-style industry talk. Students prepare one question and record one takeaway. Optional virtual industry overview.

Academic & Whole-Student Integration

ELA: Read/annotate career/industry profiles; summarize central idea; cite evidence when explaining sector connections. Potential: CCSS.ELA-LITERACY.RI.9-10.1/2; SL.9-10.1.

Math: Classify/sort data; compare counts or percentages if industry-sector data are available. Potential: HSS.ID.A.1.

Environmental Literacy: Introduce how HET experiences depend on natural, cultural, and community resources; identify one environmental/community resource that supports Delaware tourism.

SEL: Self-awareness: initial interests. Social awareness: recognize many roles needed to create one guest experience. Relationship skills during sector sort.

Teacher Notes / Team Decisions



Lesson 1.2: Importance to the Economy

Potential HET Standards / Cross-Cutting Themes

HLM1; ETL1; CC VI

Lesson Objective(s)

- Interpret Delaware HET economic-impact information.
- Explain how HET activity affects businesses, workers, visitors, and communities.

Resource(s), Activities & Teacher Notes

Current Resources: Delaware Tourism; Chamber of Commerce; state/U.S. pathway/economic data.

Activities: Data walk with 4-6 current charts/infographics: visitors, spending, employment, tax/community impact, restaurant/hotel/event activity. Teams complete Notice / Wonder / So What? Then choose one Delaware community and trace how one visitor dollar can affect multiple HET businesses. Create a one-slide “Why HET Matters in Delaware” evidence statement.

Teacher Notes: Use current Delaware data when available. Distinguish direct HET jobs from broader economic/community impact.

Assessment(s) / Evidence

Short data interpretation; one-slide/local-impact response using at least two data points.

Work-Based Learning Experience(s)

Introduction to Delaware Restaurant Association partner/team member; tourism/economic-development professional Q&A; virtual partner video.

Academic & Whole-Student Integration

ELA: Interpret informational graphics/text; write evidence-based explanation. Potential RI.9-10.1, RI.9-10.7, W.9-10.2.

Math: Percentages; rates; compare state/U.S. figures; interpret tables/graphs; calculate simple differences or percent change when data allow. Potential HSS.ID.A.1-3.

Environmental Literacy: Discuss benefits and pressures of tourism on communities: resource use, waste, transportation, natural/cultural asset protection. Students identify one sustainability question to ask of tourism data.

SEL: Responsible decision-making: weigh economic benefits with community impacts; social awareness of workers, residents, visitors, and businesses.

Teacher Notes / Team Decisions

Lesson 1.3: HET Program Tracks

Potential HET Standards / Cross-Cutting Themes

HLM1; CC IX

Lesson Objective(s)

- Compare the HET program tracks available locally.
- Connect pathway coursework to possible occupations and future experiences.

Resource(s), Activities & Teacher Notes

Current Resource: School/district-specific pathway offerings.

Activities: Teacher presents the local HET pathway map. Students complete a “Where could this lead?” pathway puzzle linking Level I -> pathway courses -> WBL/CTSO/credentials -> occupations/postsecondary options. Compare CRM, HLM, and ETL without ranking one as better. Add local course prerequisites/scheduling notes.

Teacher Notes: Keep this local and accurate. Make clear that transferable skills cross all HET pathways.

Assessment(s) / Evidence

HET pathways quiz; completed local pathway map.

Work-Based Learning Experience(s)

Invite Level II/III students, alumni, teacher, or industry partner to give 3-minute pathway snapshots. Optional pathway classroom/lab tour.

Academic & Whole-Student Integration

ELA: Read course/pathway descriptions; compare/contrast pathways; ask clarifying questions. Potential RI.9-10.9; SL.9-10.1.

Math: Compare course sequences, credits, hours, credential/WBL milestones if locally available.

Environmental Literacy: Identify where each pathway intersects with sustainability: food waste/sourcing; hotel energy/water; sustainable events/tourism.

SEL: Self-awareness and responsible decision-making around pathway choice; growth mindset - pathway choice is informed exploration, not a permanent identity.

Teacher Notes / Team Decisions

Lesson 1.4: Career Interest Inventory

Potential HET Standards / Cross-Cutting Themes

CC IX; HLM1

Lesson Objective(s)

- Use career-interest/strength information to investigate HET occupations.
- Reflect on career matches without treating an inventory result as a fixed career decision.

Resource(s), Activities & Teacher Notes

Current Resource: Personality/career pathway/personal strengths assessment.

Activities: Complete selected inventory. Students highlight 3 results that feel accurate and 1 they question. Career Match Carousel: compare results with 6-9 HET occupations across all strands. Require students to use both interest information and actual job characteristics. End with “match / maybe / not yet” reflection.

Teacher Notes: Inventory results are information, not destiny. Avoid labeling students or steering them away from careers based on a single assessment.

Assessment(s) / Evidence

Career-match reflection identifying interests/strengths, 2 possible careers, and one question for further exploration.

Work-Based Learning Experience(s)

Optional short professional interview or recorded career profile; students compare inventory result with what a professional says the job actually requires.

Academic & Whole-Student Integration

ELA: Read career profiles; synthesize assessment + occupational information; reflective writing. Potential RI.9-10.1; W.9-10.9.

Math: Interpret salary/range, education, or job-outlook data only as supporting career information; compare numeric career factors.

Environmental Literacy: Students may consider careers connected to sustainable hospitality, food systems, destination stewardship, or event sustainability when relevant to interests.

SEL: CASEL Self-Awareness: interests, strengths, values. Responsible decision-making: compare self-knowledge with career evidence.

Teacher Notes / Team Decisions

Lesson 1.5: SEL: Self-Awareness & Goal Setting

Potential HET Standards / Cross-Cutting Themes

CC I; CC V; CC IX

Lesson Objective(s)

- Identify personal strengths and a professional growth area.
- Develop measurable academic/technical and professional/WBL goals with action steps.

Resource(s), Activities & Teacher Notes

CURRENT RESOURCE/PRODUCT: Student Success Plan.

Activities: “Future Me in HET” quickwrite; identify one strength to leverage, one professional skill to grow, and one experience to seek. Teach SMART/clear goal structure. Students create 1 academic/technical goal + 1 professional/WBL goal with action steps, evidence, support person, and check-in date. Pair conference using warm/cool feedback.

Teacher Notes: Goals should be revisited, not filed away. Connect to the HET portfolio and later Future Friday evidence.

Assessment(s) / Evidence

Student Success Plan with two goals, action steps, evidence of progress, and planned check-in.

Work-Based Learning Experience(s)

Industry-informed goal check: professional/mentor provides examples of entry-level habits or skills; students revise one goal if appropriate.

Academic & Whole-Student Integration

ELA: Write clear goals/action steps; speaking/listening during peer conference. Potential W.9-10.4; SL.9-10.1.

Math: Set measurable targets/timelines; track progress using simple percentages or milestone completion.

Environmental Literacy: Optional goal connected to responsible resource use or sustainable practice if authentic to student's pathway interest.

SEL: CASEL Self-Awareness + Self-Management: goal setting, planning, persistence; Relationship Skills through feedback.

Teacher Notes / Team Decisions

Unit 2: Customer Service Foundations

Focus: Communication, Social-Emotional Learning, & Workforce Readiness

Essential Question: What turns an ordinary interaction into a high-quality guest experience?

Unit Learning Targets

- Demonstrate professional behavior and etiquette.
- Use effective verbal, nonverbal, written, and digital communication.
- Apply conflict-resolution and service-recovery strategies.
- Explain and demonstrate a basic customer/guest service cycle.

Lesson 2.1: Professional Behavior & Etiquette

Potential HET Standards / Cross-Cutting Themes

CRM5; HLM4; ETL8; CC I

Lesson Objective(s)

- Identify observable professional behaviors in HET settings.
- Apply professional etiquette to common workplace and guest-service situations.

Resource(s), Activities & Teacher Notes

Current Resource: L1 FRMCA 7.1.

Activities: Professional / Unprofessional / Depends scenario sort using HET situations (arrival, uniform, phone use, lateness, guest greeting, coworker disagreement, digital communication). Teams must justify “depends” responses based on setting and policy. Practice first impressions: greeting, posture, tone, personal space, readiness, and closing an interaction. Add a short “professionalism is observable” evidence challenge.

Teacher Notes: Avoid reducing professionalism to appearance. Focus on reliability, respect, preparation, communication, safety, policy, and follow-through.

Assessment(s) / Evidence

Professionalism scenario response; teacher observation checklist; exit ticket: 3 observable professional behaviors.

Work-Based Learning Experience(s)

Manager/HR feedback on what professionalism looks like in entry-level HET roles; optional video response from partner.

Academic & Whole-Student Integration

ELA: Analyze scenarios; justify decisions orally/in writing; adapt language to audience. Potential SL.9-10.1; W.9-10.1.

Math: Authentic light integration: punctuality/schedules, elapsed time, attendance or service-time scenarios.

Environmental Literacy: Connect professionalism to responsible resource use only when relevant: following waste, energy, sanitation, or facility procedures is part of professional practice.

SEL: CASEL Self-Management and Social Awareness: impulse control, awareness of context, respectful behavior, reliability.

Teacher Notes / Team Decisions

Lesson 2.2: Verbal & Nonverbal Communication

Potential HET Standards / Cross-Cutting Themes

CRM5; HLM4; ETL8; CC II

Lesson Objective(s)

- Demonstrate effective verbal and nonverbal communication.
- Adapt communication to different HET audiences and situations.

Resource(s), Activities & Teacher Notes

Current Resources: Skills to Pay the Bills; L1 FRMCA 8.1.

Activities: Communication stations: tone without words; active-listening paraphrase; telephone greeting; face-to-face guest directions; short professional message; nonverbal mismatch. Audience-switch challenge: communicate the same information to a guest, coworker, supervisor, and vendor. Peer feedback uses “clear / professional / audience-appropriate.”

Teacher Notes: Include verbal, nonverbal, written, and digital examples but do not turn this into the Unit 7 resume lesson.

Assessment(s) / Evidence

Peer-to-peer feedback; one revised communication sample for portfolio; teacher communication rubric.

Work-Based Learning Experience(s)

Practice communication with varied audiences; optional industry partner reviews sample guest message or greeting.

Academic & Whole-Student Integration

ELA: Speaking/listening, audience, tone, concise professional writing. Potential SL.9-10.1/4/6; W.9-10.4.

Math: Use time, room/table numbers, quantities, directions, or reservation details in communication tasks to require accuracy.

Environmental Literacy: Practice communicating sustainability procedures to guests without shaming or confusing them (e.g., towel reuse, recycling, refill stations) if relevant.

SEL: CASEL Relationship Skills: active listening, clear communication, feedback. Social Awareness: reading cues and adapting respectfully.

Teacher Notes / Team Decisions

Lesson 2.3: Conflict Resolution

Potential HET Standards / Cross-Cutting Themes

HLM4; ETL8; CC III; CC IV

Lesson Objective(s)

- Apply a basic conflict-resolution process to HET scenarios.
- Recognize when a situation should be escalated to a supervisor or appropriate authority.

Resource(s), Activities & Teacher Notes

Current Resource: L1 FRMCA 10.4; prior idea: error analysis, video, role play.

Activities: Analyze a deliberately poor conflict interaction and mark escalation points. Teach a simple process: pause/listen -> clarify -> identify need/problem -> propose options within role -> agree/confirm -> escalate when needed. Role-play HET conflicts: coworker task disagreement, guest frustration, schedule misunderstanding, vendor/team issue. Students rotate employee/other person/observer.

Teacher Notes: Students should not be expected to resolve safety, harassment, discrimination, threats, or policy issues independently; teach appropriate escalation.

Assessment(s) / Evidence

Conflict-resolution role play + observer rubric + short reflection identifying one effective move and one improvement.

Work-Based Learning Experience(s)

Industry service scenario; manager or guest-services professional provides a real de-identified scenario and discusses escalation.

Academic & Whole-Student Integration

ELA: Analyze dialogue; infer perspective; use evidence from scenario; speaking/listening. Potential RL/RI.9-10.1; SL.9-10.1/3.

Math: Light/authentic: scheduling, wait-time, order/reservation quantities or billing facts can be embedded as sources of conflict requiring accurate interpretation.

Environmental Literacy: Use a conflict involving shared spaces/resources or guest sustainability expectations only if it supports the communication target.

SEL: CASEL Relationship Skills, Social Awareness, Self-Management, Responsible Decision-Making: empathy, de-escalation, perspective, regulation.

Teacher Notes / Team Decisions

Lesson 2.4: Customer Service Cycle

Potential HET Standards / Cross-Cutting Themes

CRM5; HLM4; CC II

Lesson Objective(s)

- Explain the basic customer/guest service cycle.
- Apply service and recovery behaviors during an HET guest scenario.

Resource(s), Activities & Teacher Notes

CURRENT IDEA: Video and role playing.

Activities: Map a basic guest/customer journey: pre-arrival/contact -> welcome -> identify need -> deliver service -> check/adjust -> close/follow-up. Students annotate “moments that matter” and possible failure/recovery points across restaurant, lodging, and event/tourism examples. Teams role-play one complete cycle, then receive a small curveball mid-service.

Teacher Notes: Keep this foundational; Future Friday will later test service recovery under more complex conditions.

Assessment(s) / Evidence

Customer-service cycle map; role-play rubric; exit response explaining where service recovery fits.

Work-Based Learning Experience(s)

Video/role play with authentic scenarios; optional mystery-observer activity or industry partner feedback.

Academic & Whole-Student Integration

ELA: Sequence processes; summarize guest needs; professional speaking/listening. Potential RI.9-10.3; SL.9-10.4.

Math: Calculate/interpret wait time, response time, service sequence, simple satisfaction data, or percentages in guest feedback.

Environmental Literacy: Add one guest journey where the business communicates a sustainable practice; students evaluate whether it improves or harms guest experience.

SEL: CASEL Social Awareness + Relationship Skills: empathy and guest perspective; Responsible Decision-Making during service recovery.

Teacher Notes / Team Decisions

Unit 3: Culinary & Restaurant Management Exploration

Focus: Food Safety, Culinary Basics, & Career Exposure

Essential Question: How do safety, teamwork, and consistent procedures shape successful foodservice operations?

Unit Learning Targets

- Classify common dining establishments and guest experiences.
- Explore entry-level culinary and restaurant occupations.
- Apply introductory food safety, sanitation, and kitchen safety practices.
- Apply basic measuring, mise en place, equipment awareness, and team procedures within the existing lesson structure.

Team Review Note: The current Scope & Sequence contains lessons 3.1–3.3. Prior sample ideas—tools/equipment, knife skills/mise en place, measuring, cultural influences, kitchen teamwork, simple recipe lab, vocabulary, and team-building—are embedded within those existing lessons rather than added as new lesson numbers.

Lesson 3.1: Identifying Types of Dining Establishments

Potential HET Standards / Cross-Cutting Themes

HLM1; CRM6; CC VIII; CC IX

Lesson Objective(s)

- Classify common dining establishments by concept, menu, service model, and guest experience.
- Explain how culture and community can influence restaurant concepts and experiences.

Resource(s), Activities & Teacher Notes

Current Resource: FRMCA Ch. 1.1-1.2.

Current Assessment Idea: field assignment - visit restaurants and classify menu/experience.

Activities: Restaurant Concept Gallery: quick service, fast casual, casual, fine dining, café/bakery, food truck, institutional/catering examples. Students classify by service model, menu, price point, guest expectations, FOH/BOH structure, and atmosphere. Menu detective activity: infer concept from menu/service clues.

Field Option: visit/observe 2-3 establishments or use websites/virtual examples; record concept, menu type, service, guest experience.

Prior Sample Idea Embedded: cultural influences on the industry - include culturally diverse restaurant concepts and discuss how cuisine, service traditions, and community shape the guest experience without stereotyping.

Assessment(s) / Evidence

Restaurant classification field assignment; concept comparison chart; short justification using observable evidence.

Work-Based Learning Experience(s)

Restaurant visit/observation or virtual field study; manager explains concept and target guest.

Academic & Whole-Student Integration

ELA: Read menus/websites; compare/contrast; cite evidence for classification; hospitality vocabulary. Potential RI.9-10.1/7/9.

Math: Compare menu prices, price ranges, portion/yield information if available; calculate average/median price or percent differences as an extension.

Environmental Literacy: Compare sustainability practices across restaurant models: packaging, local sourcing, food waste, reusable serviceware, energy/water use. Focus on operational choices, not moralizing.

SEL: CASEL Social Awareness: culture and guest perspectives; Responsible Decision-Making when evaluating concept choices.

Teacher Notes / Team Decisions

Lesson 3.2: Exploring Entry-Level Jobs in Culinary & Restaurant

Potential HET Standards / Cross-Cutting Themes

HLM1; CRM9; CC III; CC IX

Lesson Objective(s)

- Identify entry-level front-of-house and back-of-house roles.
- Explain how restaurant roles depend on teamwork and operational handoffs.

Resource(s), Activities & Teacher Notes

Current Resource: FRMCA Ch. 2.1-2.2; guest speakers.

Activities: Build FOH/BOH role map (host, server, cashier, cook, prep, dishwasher/steward, food runner, shift lead, etc.).

“One Guest, Many Jobs” sequence: trace one meal from receiving/prep through service/cleanup and identify handoffs.

Career ladder mini-research: choose one entry role and map possible advancement.

Prior Sample Ideas Embedded: kitchen teamwork/team-building activity; tools/equipment awareness can be introduced through “Who uses this and why?” image sort.

Teacher Notes: Reinforce dignity/value of all roles and transferable skills; avoid implying one linear ladder.

Assessment(s) / Evidence

- Entry-level career profile
- FOH/BOH operations map; teamwork reflection.

Work-Based Learning Experience(s)

Chef/restaurant manager/team-member guest speaker; workplace tour; student prepares role-specific questions.

Academic & Whole-Student Integration

ELA: Career profile research; summarize job duties/requirements; interview-question writing. Potential RI.9-10.1/2; W.9-10.7; SL.9-10.1.

Math: Compare wages/hours only if current reliable data are provided; interpret schedules and labor-hour examples.

Environmental Literacy: Identify roles responsible for waste prevention, recycling/composting, energy/water practices, purchasing, and sustainable sourcing.

SEL: CASEL Relationship Skills: teamwork and handoffs; Self-Awareness: role fit; Social Awareness: respect for interdependent work.

Teacher Notes / Team Decisions

Lesson 3.3: Intro to Food Safety & Workplace Safety

Potential HET Standards / Cross-Cutting Themes

CRM2; CRM7; CRM1 (intro application); CRM9; CC I; CC III; CC IV; CC VI

Lesson Objective(s)

- Apply introductory food safety, sanitation, and workplace-safety practices.
- Demonstrate safe workstation organization, measuring/mise en place, and team procedures during an approved introductory lab/application.

Resource(s), Activities & Teacher Notes

Current Resource: FRMCA Ch. 3; ServSafe Food Handler content.

Current Assessment: rubric-based lab assessment.

Core

Activities: contamination/cross-contamination sort; handwashing/hygiene demonstration; allergen awareness; temperature/time safety examples; kitchen hazard walk/audit; safe equipment behavior.

Prior Sample Ideas Embedded: kitchen tools/equipment identification; mise en place; measuring; kitchen teamwork; culinary vocabulary; simple recipe/food-assembly lab if locally approved. Use the simple lab to APPLY safety, sanitation, measuring, workstation organization, and team roles rather than to teach advanced culinary technique. Knife-skill work should be limited to locally approved introductory safety/demonstration appropriate to Level I.

Teacher Notes: Performance matters - students must follow procedures during the lab, not only answer quiz questions.

Assessment(s) / Evidence

Food-safety knowledge check / ServSafe Food Handler evidence if administered; lab safety rubric; sanitation/workstation audit; culinary vocabulary check; simple lab reflection.

Work-Based Learning Experience(s)

Food-safety professional/chef demonstration; kitchen tour; industry partner observes sanitation/workstation procedures and gives feedback.

Academic & Whole-Student Integration

ELA: Read procedural/technical texts; sequence safety steps; interpret labels/signage; write concise incident/prevention explanation. Potential RST.9-10.1/3/4; WHST.9-10.2.

Math: Measurement, fractions, conversions, yield, temperature, elapsed time; simple recipe scaling if used. Potential N-Q.A.1-3; HSN-Q.A.1.

Environmental Literacy: Food waste prevention, proper disposal, water/energy use, safe chemical use, sourcing/packaging discussion. Connect mise en place and accurate measuring to reducing waste.

SEL: CASEL Self-Management: safety discipline and preparation; Relationship Skills: kitchen communication/team roles; Responsible Decision-Making: hazards/allergens/escalation.

Teacher Notes / Team Decisions

Unit 4: Hospitality & Lodging Management

Focus: Tourism Careers, Hotel Management, & Local Impact

Essential Question: How do lodging teams coordinate people, spaces, systems, and service to create an accessible guest experience?

Unit Learning Targets

- Explain the lodging guest cycle and roles that support it.
- Compare types of lodging establishments.
- Analyze tourism's impact on a Delaware community.
- Apply accessibility concepts to a hospitality setting.
- Describe front-desk and housekeeping responsibilities and their interdependence.

Lesson 4.1: Guest Cycle in Lodging

Potential HET Standards / Cross-Cutting Themes

HLM2; HLM4; CC II; CC III

Lesson Objective(s)

- Explain the lodging guest cycle from pre-arrival through post-stay.
- Identify how lodging departments collaborate across the guest journey.

Resource(s), Activities & Teacher Notes

Current Resource: HTM 6.3.

Activities: Build guest journey from research/reservation -> pre-arrival -> arrival/check-in -> stay -> requests/service recovery -> checkout -> post-stay. "Who owns the moment?" cards require students to identify front desk, housekeeping, maintenance, food/beverage, events, management, etc.

Prior Sample Idea Embedded: virtual hotel simulation; use a simple reservation/check-in/request/checkout scenario with department handoffs.

Teacher Notes: Emphasize that the guest sees one experience even though many departments create it.

Assessment(s) / Evidence

Guest-cycle map; scenario response; virtual simulation checklist.

Work-Based Learning Experience(s)

Front-desk professional; virtual hotel simulation; hotel site visit if available.

Academic & Whole-Student Integration

ELA: Sequence informational processes; write/role-play guest communication; summarize handoffs. Potential RI.9-10.3; SL.9-10.4.

Math: Dates, length of stay, check-in/out times, room inventory, simple rate/total calculations.

Environmental Literacy: Identify sustainability touchpoints across the guest cycle: digital communication, transportation information, linen/towel programs, waste/recycling, local experiences.

SEL: CASEL Social Awareness/Relationship Skills: guest perspective, empathy, cross-department communication.

Teacher Notes / Team Decisions

Lesson 4.2: Types of Lodging Establishments

Potential HET Standards / Cross-Cutting Themes

HLM1; CC IX

Lesson Objective(s)

- Compare common lodging establishments and service models.
- Match lodging options to guest needs using evidence.

Resource(s), Activities & Teacher Notes

Current Resource: NRAEF Hospitality Pathways / INSiders Guide to Your Career.

Activities: Compare hotel, resort, extended-stay, limited/full service, boutique, conference property, campground/outdoor lodging, and other locally relevant models. Teams receive guest personas and select the best-fit lodging type using evidence. Build a department/career comparison for two property types.

Prior Sample Idea Embedded: career exploration project in the HET field.

Teacher Notes: Property types vary; focus on service model, guest needs, amenities, staffing, and careers rather than memorizing labels.

Assessment(s) / Evidence

Lodging comparison matrix; guest-persona recommendation; career connection.

Work-Based Learning Experience(s)

Hotel/resort career exploration; virtual property tour; professional interview.

Academic & Whole-Student Integration

ELA: Compare/contrast informational sources; evidence-based recommendation. Potential RI.9-10.1/9; W.9-10.1.

Math: Compare room rates, amenities, occupancy/capacity data, length-of-stay costs; calculate totals/percent differences.

Environmental Literacy: Compare environmental footprints/practices across lodging types: land use, water/energy, laundry, waste, transportation, local ecosystem/community impacts.

SEL: CASEL Responsible Decision-Making: match guest need to property; Self-Awareness through career exploration.

Teacher Notes / Team Decisions

Lesson 4.3: Impact of Tourism on Community

Potential HET Standards / Cross-Cutting Themes

HLM1; ETL1; ETL7; CC VI; CC VIII

Lesson Objective(s)

- Analyze economic, community, and environmental impacts of tourism in Delaware.
- Use evidence to explain tourism from multiple stakeholder perspectives.

Resource(s), Activities & Teacher Notes

Current Resources: Department of Tourism; Chamber of Commerce.

Current Assessment: research assignment on tourism in Delaware - community, county, statewide.

Activities: Delaware tourism case study. Students choose a Delaware place/attraction/event and research visitors, jobs/businesses, community benefits, seasonality, infrastructure, culture, and possible pressures. Stakeholder map: visitor, resident, business, worker, government/community organization, environment.

Prior Sample Idea Embedded: interview with local tourism employee.

Teacher Notes: Require balanced analysis - tourism can create economic/community benefits and also operational/environmental/community challenges.

Assessment(s) / Evidence

Tourism in Delaware research product; evidence-based local-impact summary; stakeholder map.

Work-Based Learning Experience(s)

Interview with tourism employee, destination organization, attraction, Chamber, or local business.

Academic & Whole-Student Integration

ELA: Research multiple sources; synthesize data; cite evidence; present findings. Potential RI.9-10.7/9; W.9-10.7/8/9.

Math: Interpret visitor/spending/employment data; percent change, averages, charts; compare local/county/state data.

Environmental Literacy: Strong integration: carrying capacity, waste, traffic, water/energy, habitat/natural assets, cultural-resource stewardship, sustainable tourism, seasonality. Students propose one way to protect the asset that attracts visitors.

SEL: CASEL Social Awareness and Responsible Decision-Making: consider multiple stakeholder perspectives and tradeoffs.

Teacher Notes / Team Decisions

Lesson 4.4: ADA & Accessibility in Tourism

Potential HET Standards / Cross-Cutting Themes

HLM8; ETL7; CC VIII

Lesson Objective(s)

- Identify accessibility barriers in hospitality/tourism environments.
- Propose respectful, practical improvements that support inclusive guest experiences.

Resource(s), Activities & Teacher Notes

Current Resources: HTM 4.4; ADA resources/guides; site evaluation/audit for local business.

Current Assessment: accessibility improvement proposal; case study/role play.

Activities: Accessibility lens mini-lesson; evaluate a classroom/school/local HET environment using a teacher-created observation checklist based on approved resources. Barrier -> guest impact -> improvement challenge. Role-play respectful response to an accommodation request.

Prior Sample Idea Embedded: ADA compliance/accessibility scavenger hunt.

Teacher Notes: Do not ask students to simulate disabilities. Focus on environments, communication, access, dignity, and removing barriers. Use approved ADA guidance for legal specifics.

Assessment(s) / Evidence

Accessibility audit; improvement proposal with evidence; case-study/role-play rubric.

Work-Based Learning Experience(s)

Local business/site accessibility review where appropriate; guest-services/accessibility professional; industry case study.

Academic & Whole-Student Integration

ELA: Read technical/consumer guidance; summarize requirements/concepts; write proposal; professional oral explanation. Potential RST.9-10.1; W.9-10.2.

Math: Measure routes/clearances only when using accurate approved criteria; calculate percentages of accessible features or compare costs/options if data supplied.

Environmental Literacy: Universal access can intersect with trail/site design, transportation, outdoor tourism, and sustainable community planning; emphasize access alongside stewardship.

SEL: CASEL Social Awareness: empathy without simulation; Relationship Skills: respectful communication; Responsible Decision-Making: inclusive solutions.

Teacher Notes / Team Decisions

Lesson 4.5: Front Desk & Housekeeping Overview

Potential HET Standards / Cross-Cutting Themes

HLM2; HLM3; HLM4; CC II; CC III

Lesson Objective(s)

- Describe front-desk and housekeeping responsibilities.
- Demonstrate accurate cross-department communication and workflow handoffs.

Resource(s), Activities & Teacher Notes

Current Resources: AHLEI Certified Front Desk Representative; AHLEI Certified Guest Room Attendant.

Activities: Department role map; “Room 214” workflow simulation: reservation/check-in -> room status -> guest request -> housekeeping update -> maintenance issue -> front-desk communication -> room release. Students rotate roles and document handoffs.

Prior Sample Idea Embedded: collaboration among catering, events, and lodging - add one event-group arrival scenario requiring front desk, housekeeping, events/catering, and guest communication.

Teacher Notes: Stress interdependence, privacy, safety, accurate room status, communication, and respect for housekeeping/front-office roles.

Assessment(s) / Evidence

Operations role map; workflow/handoff simulation rubric; individual reflection on one communication failure prevented.

Work-Based Learning Experience(s)

AHLEI-aligned role exploration; front-desk/housekeeping speaker; hotel operations tour or virtual department interview.

Academic & Whole-Student Integration

ELA: Read room-status/shift information; write concise interdepartmental messages; oral handoff communication.
Potential RST.9-10.3; WHST.9-10.2; SL.9-10.4.

Math: Room inventory; occupancy concepts; turnaround time; staffing/time scheduling; simple rates/percentages.

Environmental Literacy: Housekeeping environmental practices: chemical use, laundry/water/energy, amenity waste, recycling, linen programs; evaluate how sustainability can coexist with sanitation and guest standards.

SEL: CASEL Relationship Skills: team handoffs; Self-Management: accuracy/time; Responsible Decision-Making: privacy, safety, guest needs.

Teacher Notes / Team Decisions
