

HET 7
Introduction to Careers in Hospitality, Events, & Tourism

Expanded Curriculum & Teacher Support Guide

Middle Grades • Grade 7 • Delaware HET

EXPLORE • EXPERIENCE • CONNECT • REFLECT

Course Purpose

HET 7 is an exploratory middle-grades course that introduces students to the interconnected world of culinary and foodservice, lodging and hospitality, events, tourism, and the creative economy. Students build career awareness through hands-on experiences, simulations, age-appropriate cooking/application labs, SEL, academic integration, and work-based learning connections.

This expanded guide preserves the nine-unit structure and major outcomes of the existing HET 7 course while giving teachers a deeper, more implementable menu of learning experiences. It is intentionally designed in the same spirit as the expanded Middle School Teacher Academy guides: clear outcomes, flexible core experiences, formative checks, instructional supports, WBL, portfolio evidence, and room for teacher/local adaptation.

Recommended Weekly Rhythm

- 3 Core HET Classes: Explore → Learn → Practice/Apply.
- 1 Flex / Learning Lab: cooking, simulation, project work, guest speaker, field experience, reteaching, extension, or portfolio work.
- 1 Future Friday: protected career/WBL/portfolio experience when the local schedule permits.

The flex/lab is not intended to become a fourth required lesson every week. It protects room for authentic experiences and makes the course usable across different middle-school schedules.

Course Outcomes

- Identify the branches of HET and explain how they connect to communities and the economy.
- Describe HET careers and the education, training, skills, and experiences connected to them.
- Demonstrate introductory food safety, sanitation, culinary, customer-service, and professional practices.
- Explain the lodging guest cycle, key hotel roles, and the importance of accessibility and inclusion.
- Apply introductory event-planning, budgeting, logistics, and teamwork skills.
- Create a destination/tourism pitch using cultural, entertainment, community, and environmental considerations.
- Explore how arts, culture, media, branding, and local experiences contribute to the creative economy.
- Demonstrate communication, teamwork, adaptability, problem solving, and responsible decision-making.
- Reflect on personal interests, strengths, and values in relation to HET pathways.
- Complete a culminating HET experience and begin the HET professional portfolio.

HET Explorer Portfolio Connection

HET 7 serves as the Explore stage of the longitudinal HET Professional Portfolio. Students should keep selected evidence that demonstrates growth rather than saving every worksheet.

- HET industry/career map or career research artifact
- Basic food-safety / culinary application
- Guest Journey Map or lodging simulation
- Mini event plan
- Destination/tourism pitch
- Employability/SEL reflection
- Mini HET integration project and final reflection

No external certification is required at this level. Evidence developed in HET 7 becomes baseline portfolio evidence that can later be replaced by stronger evidence from HET 8A, 8B, HET I, or pathway-specific coursework.

Middle-Grades Learning Principles

- Keep technical learning authentic but introductory: students should do, make, test, role-play, observe, and explain.
- Use short cycles of instruction followed by application. Avoid long lecture-heavy lessons.
- Provide multiple HET contexts so students do not equate hospitality only with restaurants or hotels.
- Use local Delaware examples whenever possible while still exposing students to national/global HET careers.
- Build professional vocabulary through repeated use in context rather than isolated memorization.
- Use choice in products, roles, examples, and career exploration while maintaining common learning targets.
- Do not require personal disclosure in SEL activities; students may use fictional scenarios when appropriate.

Cooking & Food Application at Grade 7

Cooking is included as an age-appropriate HET learning experience, not as a full culinary-production course. The purpose is to make foodservice careers, safety, teamwork, measuring, service, and guest experience tangible.

- Prioritize food safety, handwashing, sanitation, allergen awareness, mise en place, measuring, following procedures, teamwork, and cleanup.
- Use no-cook or low-complexity preparations when facilities are limited. Where approved facilities and local procedures allow, teachers may use simple heat-based preparation.
- Teachers follow all district/school food-safety, allergy, equipment, supervision, and facility requirements.
- Students should understand why procedures matter; successful participation is more important than advanced technique.
- Food labs should connect to an HET concept such as service, culture, events, tourism, budgeting, teamwork, or guest experience.

Academic & Whole-Student Integration

ELA, math, science, environmental literacy, and SEL are embedded where they authentically strengthen HET learning. Not every lesson needs every content area.

- ELA: informational text, research, speaking/listening, professional communication, evidence-based recommendations, presentation.
- Math: proportional reasoning, measurement, unit rates, percentages, budgeting, time, capacity, data interpretation.

- Science: food safety, temperature, physical/chemical changes, sanitation, materials, resource use.
- Environmental Literacy: food waste, water/energy, transportation, tourism impacts, local resources, sustainable events/hospitality, destination stewardship.
- SEL: self-awareness, self-management, social awareness, relationship skills, responsible decision-making.

Unit 1: What is HET? Exploring the Industry

Essential Question: What is HET, how do its sectors connect, and why does the industry matter to communities?

Potential Standards / Cross-Cutting Alignment: CTE Exploration: MG.CE.1.1, MG.CE.1.2 | Cross-Cutting: CCSS.ELA-SL.7.1; CRP.04; CASEL Self-Awareness | HET Themes: structure of HET, sector relationships, community/economic impact

Expanded Learning Objectives

- Define Hospitality, Events, & Tourism and identify culinary/foodservice, lodging/hospitality, events, tourism, and creative-economy connections.
- Map HET businesses and experiences in the local community.
- Explain how one guest experience can involve multiple HET sectors and occupations.
- Begin identifying personal interests and questions about HET careers.

Key Vocabulary

hospitality, guest experience, culinary, foodservice, lodging, tourism, event, creative economy, career cluster, sector, service, destination

Core Learning Experiences — Flexible Menu (3 Core Classes)

Explore: HET Is Everywhere. Display logos/images/scenarios from restaurants, hotels, attractions, festivals, sports venues, theaters, museums, travel experiences, catering, and community events. Students sort what they think belongs in HET and defend their choices.

Learn: Build the HET ecosystem. Introduce the major branches, then trace one experience—such as a family trip, concert weekend, tournament, or community festival—across food, lodging, events, transportation/tourism, creative partners, suppliers, and workers.

Practice / Apply: Local HET Map. Students identify HET businesses/experiences in their community or county, classify them, and add at least one occupation connected to each. Finish with a career web: What looks interesting? What do I want to know?

Flex / Learning Lab

HET Experience Design Sprint: teams receive a fictional visitor/guest and create a one-day experience using at least three HET sectors. No budget required yet; the goal is sector integration and guest thinking.

Formative Checks

Sector sort; HET vocabulary match; “one experience/many sectors” exit ticket; two notices/one wonder from the local HET map.

Assessment(s) / Evidence

HET Map poster/digital map + brief explanation; short HET sectors check.

Instructional Supports / Flexibility

Visual sector icons; local examples; preselected business cards/websites; vocabulary bank; partner sorting; choice of paper/digital map; sentence stems for explaining connections.

Work-Based Learning Connection

Guest speaker from tourism, restaurant, hotel, event, attraction, or creative-economy sector; virtual career video; local business/venue observation.

Academic & Whole-Student Integration

ELA: Collaborative discussion, career/industry reading, central idea and evidence, short explanatory writing.

Math: Classify/count local HET examples; represent sector counts or simple percentages if useful.

Environmental Literacy: Identify natural, cultural, and community resources that help create Delaware visitor experiences.

SEL: Self-Awareness: interests and curiosity. Social Awareness: recognize that many people/roles contribute to one experience.

Future Friday Options

Industry Insider / HET Career Challenge; local HET scavenger hunt; guest-speaker reflection.

Suggested Portfolio Artifact

HET Industry & Career Map.

Teacher Note: This unit answers “What is HET?” Keep career choice open. Students should leave seeing an interconnected industry rather than three isolated pathways.

Unit 2: Culinary & Foodservice

Essential Question: How do foodservice teams use safety, measurement, communication, and teamwork to create a guest experience?

Potential Standards / Cross-Cutting Alignment: CTE Exploration: MG.CE.1.3, MG.CE.2.2 | Cross-Cutting: NGSS.MS-PS1-2; CCSS.MATH.7.RP.A.3; CASEL Relationship Skills | HET Themes: food safety, culinary operations, nutrition basics

Expanded Learning Objectives

- Identify common culinary and restaurant roles and explain front-of-house/back-of-house teamwork.
- Demonstrate introductory personal hygiene, sanitation, cross-contamination prevention, and safe-work practices.
- Use measuring, sequencing, mise en place, and teamwork during an age-appropriate food application.
- Connect foodservice operations to guest experience, culture, nutrition, and waste reduction.

Key Vocabulary

front of house, back of house, sanitation, cross-contamination, allergen, hygiene, mise en place, recipe, yield, portion, service, food waste

Core Learning Experiences — Flexible Menu (3 Core Classes)

Explore: One Meal, Many Jobs. Trace a guest meal from receiving/prep to cooking/assembly, service, payment, cleanup, and management. Students build a FOH/BOH role map and explore 4-6 entry-level careers.

Learn: Food Safety Detectives. Use picture/scenario cards to identify hygiene, cross-contamination, allergen, sanitation, equipment, and workplace hazards. Demonstrate proper handwashing and the difference between cleaning and sanitizing at an introductory level.

Practice / Apply: Recipe Math + Mise en Place. Read a simple recipe/procedure, identify tools and ingredients, practice measuring and proportional reasoning, organize a workstation, assign team roles, and rehearse the production sequence before touching food.

Flex / Learning Lab

Cooking / Food Application Lab: prepare a simple no-cook or locally approved low-complexity item (examples: layered parfait, salsa, snack mix, wrap, fruit/yogurt cup, simple beverage, or approved recipe). Students demonstrate handwashing, sanitation, measuring, mise en place, teamwork, portioning/presentation, service, and cleanup. Add a small recipe-conversion challenge where appropriate.

Formative Checks

Safety scenario sort; handwashing sequence; tool/measurement check; recipe-order challenge; FOH/BOH role match; lab readiness check.

Assessment(s) / Evidence

Career research mini-profile + basic food-safety/culinary performance checklist + short lab reflection.

Instructional Supports / Flexibility

Picture-based safety scenarios; color-coded measuring tools; premeasured option as accommodation when appropriate; visual recipe; assigned team roles; modeled workstation; vocabulary cards; alternate non-food simulation if needed.

Work-Based Learning Connection

Restaurant/kitchen visit; chef, restaurant manager, foodservice worker, dietitian, or food entrepreneur; virtual kitchen tour; industry demonstration.

Academic & Whole-Student Integration

ELA: Read procedural text/recipes; sequence steps; use technical vocabulary; explain safety decisions.

Math: Ratios/proportions, fractions, measurement, recipe conversion, portion/yield, unit price as an extension.

Environmental Literacy: Food waste, portioning, packaging, water/energy use, sourcing, compost/recycling where locally relevant.

SEL: Relationship Skills: kitchen teamwork and communication. Self-Management: preparation, safety discipline, cleanup. Responsible Decision-Making: allergens/hazards.

Future Friday Options

Guest service challenge; restaurant career exploration; food entrepreneur mini-case; portfolio reflection.

Suggested Portfolio Artifact

Basic Food Safety & Culinary Application.

Teacher Note: This is exploration, not advanced culinary training. The food lab exists to apply safety, measuring, teamwork, and guest-experience concepts.

Unit 3: Lodging & Hospitality

Essential Question: What happens behind the scenes to create a safe, welcoming, and accessible lodging experience?

Potential Standards / Cross-Cutting Alignment: CTE Exploration: MG.CE.1.4, MG.CE.3.1 | Cross-Cutting: CCSS.ELA-RI.7.1; CRP.09; CASEL Social Awareness | HET Themes: lodging operations, guest cycle, ADA/accessibility

Expanded Learning Objectives

- Explain the lodging guest cycle from planning/reservation through post-stay.
- Identify front desk, housekeeping, maintenance, food/beverage, management, and other lodging roles.
- Demonstrate introductory guest communication and department handoffs.
- Identify environmental and accessibility features that influence a lodging experience.

Key Vocabulary

lodging, reservation, check-in, occupancy, front desk, housekeeping, room status, amenity, accessibility, guest cycle, service recovery

Core Learning Experiences — Flexible Menu (3 Core Classes)

Explore: Where Would You Stay? Compare hotel, resort, limited/full service, extended stay, campground/outdoor lodging, and other locally relevant models using guest personas.

Learn: Follow the Guest. Build a visual guest cycle: research/reservation → pre-arrival → arrival/check-in → stay/requests → checkout → post-stay. Add “Who owns the moment?” department cards.

Practice / Apply: Room 214 Simulation. Teams rotate through front desk, guest, housekeeping, and operations roles. A guest arrives, room status changes, a request occurs, and departments must communicate accurately.

Flex / Learning Lab

Room Turnover / Guest Experience Lab: without recreating professional housekeeping procedures, students use a mock room/table/space to practice readiness, checklist use, inspection, amenities, communication, accessibility thinking, and time management. Optional towel-folding/presentation challenge as a hospitality detail—not a housekeeping mastery assessment.

Formative Checks

Guest-cycle sequencing; department match; professional greeting; room-status message; accessibility notice/wonder.

Assessment(s) / Evidence

Guest Journey Map + lodging simulation checklist/reflection.

Instructional Supports / Flexibility

Guest-cycle visual; role cards; scripts; room-status icons; rehearsal; accessible text; partner roles; optional written response instead of live role-play when needed.

Work-Based Learning Connection

Hotel shadow/visit, virtual lodging tour, front-desk or housekeeping professional, resort/campground/short-term lodging professional where appropriate.

Academic & Whole-Student Integration

ELA: Read property descriptions; compare lodging types; professional guest communication; evidence-based recommendation.

Math: Length of stay, rates, time, room inventory/capacity, simple occupancy concepts.

Environmental Literacy: Water/energy, laundry, amenities/waste, transportation, site stewardship, guest-facing sustainability practices.

SEL: Social Awareness: guest perspective and accessibility. Relationship Skills: cross-department handoffs. Responsible Decision-Making: privacy/safety.

Future Friday Options

Guest Gone Wild service scenario; hotel career snapshot; accessibility walk; virtual property review.

Suggested Portfolio Artifact

Guest Journey Map / Lodging Simulation.

Teacher Note: Students should understand the system behind the guest experience, not memorize hotel departments in isolation.

Unit 4: Events & Planning

Essential Question: How do event teams turn an idea into an organized, safe, and memorable experience?

Potential Standards / Cross-Cutting Alignment: CTE Exploration: MG.CE.2.3, MG.CE.3.2 | Cross-Cutting: CCSS.ELA-SL.7.4; CRP.08; CASEL Responsible Decision-Making | HET Themes: event planning, logistics, budgeting

Expanded Learning Objectives

- Identify the purpose, audience, location, timeline, people, supplies, food/service, and budget considerations of a small event.
- Use team roles and a basic project timeline.
- Make and justify choices when an event constraint changes.
- Communicate a simple event concept to an audience.

Key Vocabulary

event, audience, client, venue, vendor, timeline, logistics, budget, contingency, setup, capacity, run of show

Core Learning Experiences — Flexible Menu (3 Core Classes)

Explore: Event Autopsy. Examine familiar events—birthday celebration, school dance, sports event, festival, fundraiser, meeting—and identify everything guests do not see: venue, people, food, supplies, safety, schedule, promotion, cleanup.

Learn: Build the Event Planning Toolbox: purpose, audience, venue, timeline, roles, vendors, food/refreshments, accessibility, budget, safety, communication, backup plan.

Practice / Apply: Mini Event Challenge. Teams receive a client brief and plan a small school/community experience. Midway, draw a change card: budget cut, weather, attendance increase, accessibility need, vendor loss, or less setup time.

Flex / Learning Lab

Event Food & Service Lab: teams design a simple refreshment/service plan for their mini event. Where food preparation is appropriate, produce a simple no-cook item and calculate portions for a small guest count. Where cooking is not available, use menu/serving cards and physical setup materials to practice quantities, presentation, flow, sanitation, and guest service.

Formative Checks

Event component sort; timeline sequencing; vendor/role match; budget quick check; change-card response.

Assessment(s) / Evidence

Mini Event Plan with purpose, audience, timeline, roles, simple budget/quantities, accessibility/safety consideration, and contingency.

Instructional Supports / Flexibility

Event-plan template; visual timeline; role cards; calculator; sample budget; preselected venues/vendors; chunked client brief; choice of event type.

Work-Based Learning Connection

Event planner, venue manager, caterer, school activities coordinator, parks/recreation, festival organizer; observe a school event setup where feasible.

Academic & Whole-Student Integration

ELA: Client brief reading, planning notes, persuasive pitch, speaking/listening, vendor communication.

Math: Budgeting, quantities, unit rates, capacity, elapsed time, proportional reasoning for servings.

Environmental Literacy: Waste stations, reusable/single-use choices, transportation, energy, weather, site protection, sustainable event practices.

SEL: Responsible Decision-Making under constraints; Relationship Skills through team roles; Self-Management through timelines and task completion.

Future Friday Options

HET Client Challenge; event setup observation; vendor role-play; event career panel.

Suggested Portfolio Artifact

Mini Event Plan.

Teacher Note: Keep the event small enough that students can understand the full system. The goal is introductory project management, not a full-scale event production.

Unit 5: Tourism & Travel

Essential Question: What makes a destination worth visiting, and how can tourism benefit communities while protecting what makes a place special?

Potential Standards / Cross-Cutting Alignment: CTE Exploration: MG.CE.1.5, MG.CE.2.4 | Cross-Cutting: CCSS.ELA-W.7.6; CRP.02; CASEL Self-Management | HET Themes: destination marketing, travel logistics, cultural/economic impact

Expanded Learning Objectives

- Identify factors that attract visitors to a destination.
- Research and communicate accurate information about a Delaware destination or experience.
- Plan basic travel logistics such as time, route, cost, and visitor needs.
- Explain positive and challenging impacts of tourism on communities and environments.

Key Vocabulary

destination, itinerary, attraction, visitor, tourism, marketing, itinerary, seasonality, transportation, local economy, stewardship, cultural tourism

Core Learning Experiences — Flexible Menu (3 Core Classes)

Explore: Why Here? Compare destination images/ads and identify the promise being made to travelers: nature, food, history, arts, sports, relaxation, entertainment, culture, or events.

Learn: Destination Builder. Introduce attractions, lodging, food, transportation, timing, audience, accessibility, cost, culture, community impact, and environmental stewardship.

Practice / Apply: Delaware Day Trip. Students build a realistic one-day itinerary for a selected audience using teacher-curated Delaware destinations. Include travel time, two or more experiences, a food stop, approximate costs, and a backup option.

Flex / Learning Lab

Taste of Place / Tourism Food Connection: investigate how food helps tell a destination story. If locally approved, prepare or sample a simple food/beverage connected to a place or Delaware product; otherwise analyze menus/food stories. Students create a short “why this belongs in the visitor experience” description. Follow all allergy/food rules.

Formative Checks

Destination-factor sort; itinerary feasibility check; source credibility check; map/time check; stakeholder notice/wonder.

Assessment(s) / Evidence

Destination/Tourism Pitch with itinerary or brochure/video plus evidence-based explanation.

Instructional Supports / Flexibility

Teacher-curated destination sources; itinerary template; map; calculator; sample audience personas; source checklist; product choice (brochure, slides, short video, live pitch).

Work-Based Learning Connection

Tourism bureau/destination organization, attraction, museum, parks, transportation, travel/hospitality professional; virtual or in-person destination visit.

Academic & Whole-Student Integration

ELA: Research, source evaluation, informative/persuasive writing, digital composition, presentation.

Math: Travel time, distance, estimated cost, percentages/fees, itinerary sequencing, comparison of options.

Environmental Literacy: Strong integration: destination stewardship, natural/cultural resources, seasonality, waste, transportation, visitor pressure, community quality of life.

SEL: Self-Management: project planning. Social Awareness: resident/visitor/business perspectives. Responsible Decision-Making: balanced tourism choices.

Future Friday Options

Delaware destination challenge; tourism professional Q&A; visitor-experience mystery shop/virtual review.

Suggested Portfolio Artifact

Destination / Tourism Pitch.

Teacher Note: Avoid turning this into a generic travel brochure. Students should make realistic visitor choices and explain how tourism connects to community and place.

Unit 6: Creative Economy & Hospitality

Essential Question: How do arts, culture, design, media, and local identity make hospitality and tourism experiences more memorable?

Potential Standards / Cross-Cutting Alignment: CTE Exploration: MG.CE.3.3 | Cross-Cutting: CCSS.ELA-SL.7.5; CRP.11; CASEL Social Awareness | HET Themes: arts integration, branding, community engagement

Expanded Learning Objectives

- Identify creative-economy careers that intersect with HET.
- Explain how arts, culture, music, design, media, and storytelling shape guest/visitor experiences.
- Create a simple brand or cultural add-on for an HET experience.
- Use cultural information respectfully and avoid stereotypes.

Key Vocabulary

creative economy, brand, identity, audience, cultural tourism, experience design, visual communication, storytelling, promotion, community asset

Core Learning Experiences — Flexible Menu (3 Core Classes)

Explore: Who Made the Experience? Deconstruct a festival, hotel lobby, restaurant brand, tourism campaign, concert, museum night, or sporting event to find designers, artists, musicians, photographers, marketers, performers, technicians, and storytellers.

Learn: Brand + Place. Compare how color, language, images, music, food, art, and story communicate an experience. Discuss respectful cultural representation versus stereotypes or copying.

Practice / Apply: Creative Add-On Challenge. Students select an existing event, lodging, restaurant, or tourism concept and add a cultural/creative feature that improves the experience and connects authentically to audience/place.

Flex / Learning Lab

Hospitality Pop-Up Design Lab: teams create a small branded guest touchpoint—welcome table, mock café concept, event activation, photo moment, menu/display, or visitor information station. Optional simple food presentation may be included if it supports the concept and local rules permit.

Formative Checks

Creative-career match; brand-message inference; respectful/not-respectful scenario; one-minute concept pitch.

Assessment(s) / Evidence

Creative proposal / digital mock-up with rationale and identified creative-economy roles.

Instructional Supports / Flexibility

Visual examples; design template; limited palette/layout choices; sample brands; sentence stems; non-digital design option; culturally vetted/teacher-curated sources.

Work-Based Learning Connection

Museum, theater, festival, arts organization, designer, photographer, marketer, performer, venue technician, tourism storyteller.

Academic & Whole-Student Integration

ELA: Analyze visual/verbal messages; write rationale; present concept; cite cultural/place information.

Math: Scale/layout, quantities, simple promotional budget or dimensions where useful.

Environmental Literacy: Use local/natural/cultural assets responsibly; consider temporary-material waste and reuse in displays/events.

SEL: Social Awareness: culture, identity, audience, community. Responsible Decision-Making: representation and attribution. Relationship Skills: design-team feedback.

Future Friday Options

Creative economy career carousel; brand challenge; behind-the-scenes arts/venue tour.

Suggested Portfolio Artifact

Creative Economy / Experience Design Proposal.

Teacher Note: Creative economy belongs inside HET because experiences are designed. Keep the focus on how creative work changes the guest/visitor experience.

Unit 7: Core Employability, Guest Service & SEL

Essential Question: What personal and professional skills help someone contribute successfully to an HET workplace?

Potential Standards / Cross-Cutting Alignment: CTE Exploration: MG.CE.2.5, MG.CE.3.4 | Cross-Cutting: CCSS.ELA-SL.7.1C; CRP.01; CASEL Relationship Skills | HET Themes: professionalism, teamwork, ethics, guest service

Expanded Learning Objectives

- Identify observable professional behaviors appropriate to middle-grades HET exploration.
- Practice active listening, clear communication, teamwork, and respectful disagreement.
- Apply a simple guest-service and problem-solving process.
- Reflect on personal strengths and one employability skill to develop.

Key Vocabulary

professionalism, reliability, communication, teamwork, active listening, empathy, service recovery, adaptability, feedback, ethics, escalation

Core Learning Experiences — Flexible Menu (3 Core Classes)

Explore: Professional, Unprofessional, or Depends? Sort age-appropriate HET workplace scenarios involving readiness, phone use, lateness, teamwork, guest greetings, digital communication, safety, and follow-through.

Learn: Build the HET Service Toolbox: greet/listen → clarify → respond within role → confirm → seek help/escalate when needed. Add active listening, tone, body language, teamwork, feedback, and reliability.

Practice / Apply: Guest & Team Scenario Carousel. Rotate through a wrong order, room/request issue, event direction question, teammate conflict, schedule misunderstanding, and accessibility request. Students rotate employee/guest/observer roles.

Flex / Learning Lab

Service Communication Lab with Food/Hospitality Context: teams practice receiving a simple guest order/request, confirming details, communicating to a production/service teammate, presenting the item or mock item, checking satisfaction, and closing professionally. If food is used, keep preparation simple and secondary to communication/service.

Formative Checks

Professionalism sort; active-listening checklist; rewrite an unclear message; service sequence; escalation scenario; peer feedback.

Assessment(s) / Evidence

Guest-service/teamwork performance rubric + employability/SEL reflection.

Instructional Supports / Flexibility

Role cards; sentence stems; scripts for first round; observer checklist; rehearsal; visual service cycle; private written alternative for selected reflection; no forced personal disclosure.

Work-Based Learning Connection

Frontline worker, restaurant host/server, front-desk associate, attraction/event worker, supervisor/manager; shadow/observation or professional Q&A.

Academic & Whole-Student Integration

ELA: Speaking/listening, audience, tone, scenario analysis, professional message writing.

Math: Accuracy with times, quantities, room/table/ticket numbers, change/cost only when authentic to the scenario.

Environmental Literacy: Professional responsibility can include following site waste, sanitation, energy, or resource procedures; do not force this into every scenario.

SEL: Strong integration across Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

Future Friday Options

You're Hired-style middle-grades challenge; Guest Gone Wild; teamwork challenge; professional communication reflection.

Suggested Portfolio Artifact

Employability / Guest Service Reflection + performance evidence.

Teacher Note: This unit should not become a high-school resume/interview unit. Grade 7 focuses on observable workplace habits, communication, service, teamwork, and self-awareness.

Unit 8: Mini HET Project & Integration

Essential Question: How can a team combine multiple HET sectors to design an experience for a real audience?

Potential Standards / Cross-Cutting Alignment: CTE Exploration: MG.CE.4.1 | Cross-Cutting: CCSS.ELA-W.7.7; CRP.05; CASEL Responsible Decision-Making | HET Themes: project management, teamwork, integration of sectors

Expanded Learning Objectives

- Use a client/audience need to define a small HET project.
- Combine at least three HET sectors or competency areas in one experience.
- Use roles, timeline, simple budget/quantities, communication, safety, and contingency planning.
- Use feedback to revise a project before the showcase.

Key Vocabulary

project, client, audience, scope, deliverable, milestone, timeline, budget, feedback, revision, contingency, proposal

Core Learning Experiences — Flexible Menu (3 Core Classes)

Explore: Client Reveal. Teams receive or choose a developmentally appropriate brief: family night, school recognition, community welcome, club celebration, visitor day, small pop-up, or similar experience. Identify facts, questions, constraints, and guest needs.

Learn: Project Board. Build the plan using audience, experience, food/service, location, roles, timeline, budget/quantities, accessibility, promotion/creative element, sustainability, safety, and backup plan.

Practice / Apply: Prototype + Feedback. Teams create one tangible piece—layout, menu/refreshment plan, welcome experience, itinerary, signage, event timeline, lodging/guest element, promotional piece—and conduct a peer/client feedback round.

Flex / Learning Lab

HET Production / Experience Lab: teams test one element of the project. Options include a simple food item/service setup, welcome/check-in station, table/venue setup, destination pitch station, signage/brand display, or guest-flow simulation. Students collect evidence and revise.

Formative Checks

Client-brief facts vs assumptions; milestone check; budget/quantity check; role accountability; peer feedback; revision ticket.

Assessment(s) / Evidence

Mini HET project proposal + prototype/application + peer/teacher feedback + revision.

Instructional Supports / Flexibility

Choice of project type; project-board template; sample briefs; role cards; milestone calendar; calculator; exemplars; teacher conference; multiple presentation formats.

Work-Based Learning Connection

Industry mentor checkpoint; community/client feedback; event/hospitality professional reviews one element; supervised school-based authentic project where feasible.

Academic & Whole-Student Integration

ELA: Research, proposal writing, client communication, revision, presentation.

Math: Budget, quantities, scale/capacity, time, proportional reasoning based on chosen project.

Environmental Literacy: Require one realistic resource/sustainability decision connected to the project rather than a generic sustainability statement.

SEL: Team roles, feedback, conflict resolution, adaptability, self-management, responsible decision-making.

Future Friday Options

HET Client Challenge; project mentor meeting; portfolio checkpoint.

Suggested Portfolio Artifact

Mini HET Integration Project.

Teacher Note: This is the rehearsal for the final showcase, not a second capstone. Keep scope manageable and prioritize integration and revision.

Unit 9: Showcase, Career Connection & Reflection

Essential Question: What have I learned about HET, what evidence shows my growth, and what might I want to explore next?

Potential Standards / Cross-Cutting Alignment: CTE Exploration: MG.CE.4.2 | Cross-Cutting: CCSS.ELA-SL.7.6; CRP.10; CASEL Self-Awareness & Self-Management | HET Themes: reflection, career readiness, pathway connections

Expanded Learning Objectives

- Select and explain evidence of HET learning and skill growth.
- Present a polished HET project or experience to an audience.
- Respond to feedback and reflect on strengths, interests, and next steps.
- Connect HET 7 experiences to HET 8/high-school pathway opportunities without requiring a permanent career choice.

Key Vocabulary

portfolio, artifact, evidence, reflection, feedback, pathway, growth, strength, next step, presentation, HET Explorer

Core Learning Experiences — Flexible Menu (3 Core Classes)

Explore: Evidence Hunt. Students review work from the course and sort evidence by career exploration, guest service, safety/culinary, lodging, events/tourism, teamwork/employability, and project integration.

Learn: How to Explain Evidence. Model the difference between “I did this” and “This demonstrates...” Students practice a short evidence statement: what I did → skill shown → feedback/result → what I would improve.

Practice / Apply: Showcase Rehearsal. Students finalize a selected project/display, practice a 2-3 minute explanation, anticipate audience questions, and use peer feedback to revise.

Flex / Learning Lab

Mini HET Expo: stations or gallery walk featuring projects, destination pitches, event concepts, culinary/foodservice learning, lodging artifacts, creative-economy work, and portfolio evidence. If appropriate, include a simple student-designed hospitality/welcome element rather than requiring food service.

Formative Checks

Portfolio completeness check; evidence statement; rehearsal feedback; next-step conference.

Assessment(s) / Evidence

Final presentation/showcase + reflection portfolio + HET Explorer evidence check.

Instructional Supports / Flexibility

Presentation outline; evidence sentence stems; rehearsal in small groups; visual display options; recorded presentation where locally appropriate; reduced audience option; portfolio checklist.

Work-Based Learning Connection

Industry/community professionals as audience, judges, feedback providers, or career-panel participants; high-school HET student/teacher connection.

Academic & Whole-Student Integration

ELA: Presentation, reflection, evidence-based explanation, responding to questions.

Math: Students explain math used in their selected artifact/project where applicable rather than completing a new math task.

Environmental Literacy: Students identify where environmental/community considerations appeared in their work and how those choices affected the experience.

SEL: Self-Awareness: strengths/interests. Self-Management: preparation. Relationship Skills: receiving feedback. Responsible Decision-Making: next steps.

Future Friday Options

Portfolio defense; high-school pathway preview; industry feedback reflection; celebration of learning.

Suggested Portfolio Artifact

Final HET Explorer Portfolio + Showcase Reflection.

Teacher Note: The goal is informed exploration. A successful student can explain what they learned, what they can demonstrate, and what they may want to explore next.

Recommended Evidence Balance

- Knowledge & Concepts: short checks, vocabulary in context, safety concepts, sector/career knowledge.
- Applied Performance: cooking/food application, service role-play, lodging simulation, event/tourism planning, experience design.
- Professional Skills: communication, teamwork, reliability, reflection, adaptability, problem solving.
- WBL Evidence: speaker/visit reflections, professional questions, observation notes, industry feedback.
- Portfolio / Showcase: selected artifacts demonstrating the HET Explorer outcomes.

Middle-Grades Performance Scale

4 - Advanced / Extending: Independently applies the skill in a new or more complex middle-grades HET situation, explains decisions with evidence, adapts when conditions change, and communicates clearly.

3 - Demonstrated: Independently applies the expected Grade 7 knowledge/skill accurately, completes the task, and explains what the evidence shows.

2 - Developing: Shows partial or inconsistent application and benefits from prompting, coaching, rehearsal, or revision.

1 - Beginning: Shows limited evidence of the expected knowledge/skill and requires substantial support or additional learning.

HET Explorer Evidence Check

- ☐ HET industry/career map or career research artifact
- ☐ Basic food-safety / culinary application
- ☐ Guest Journey Map or lodging simulation
- ☐ Mini event plan
- ☐ Destination/tourism pitch
- ☐ Employability/SEL reflection
- ☐ Mini HET integration project
- ☐ Final reflection/showcase evidence

Portfolio principle: students keep their strongest evidence. HET 7 artifacts establish a baseline and may be replaced by stronger evidence as students progress through the HET pathway.

Suggested 9-Week Pacing Snapshot

- Week 1: Unit 1 - What is HET? Exploring the Industry | 3 core classes + flex/application lab + optional Future Friday
- Week 2: Unit 2 - Culinary & Foodservice | 3 core classes + flex/application lab + optional Future Friday
- Week 3: Unit 3 - Lodging & Hospitality | 3 core classes + flex/application lab + optional Future Friday
- Week 4: Unit 4 - Events & Planning | 3 core classes + flex/application lab + optional Future Friday
- Week 5: Unit 5 - Tourism & Travel | 3 core classes + flex/application lab + optional Future Friday
- Week 6: Unit 6 - Creative Economy & Hospitality | 3 core classes + flex/application lab + optional Future Friday
- Week 7: Unit 7 - Core Employability, Guest Service & SEL | 3 core classes + flex/application lab + optional Future Friday
- Week 8: Unit 8 - Mini HET Project & Integration | 3 core classes + flex/application lab + optional Future Friday
- Week 9: Unit 9 - Showcase, Career Connection & Reflection | 3 core classes + flex/application lab + optional Future Friday

Teachers may extend or combine units based on local schedules, field experiences, guest speakers, facility access, student needs, and school calendars. The sequence is designed to preserve a coherent progression from industry awareness → sector exploration → employability → integrated project → showcase.