

**A Correlation of *Hospitality & Tourism Management*, Second Edition
to the**

Utah

**Strands and Standards Hospitality and Tourism
Strands and Standards Lodging and Recreation
Strands and Standards College and Career Awareness**

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**Hospitality & Tourism Management, Second Edition
Correlations**

Standard	Performance Indicators (for internal use only in correlations identification)	Hospitality & Tourism Management, Second Edition Section Number
Utah Strands and Standards Hospitality and Tourism		
* An "EOC" after the chapter number indicates that the standard is covered in the End-of-Chapter questions or activities.		
STRAND 1: Students will develop an understanding of the importance of hospitality and tourism marketing.		
Standard 1: Students will understand key terms within the hospitality and tourism industry.	Define hospitality industry, tourism industry, service, sustainability, perishability, intangibility and changeability.	SE: 1.1, 1.3, 8.4, 17.1
	Define service as a product.	SE: 1.1, 22.3
	Define Egocentrism, Ethnocentrism, Ecotourism, and Multiculturalism.	SE:17.1
	Discuss the importance of a strong infrastructure.	SE:17.4
	Identify the 4 segments of the Hospitality and Tourism Industry: Lodging, Food Service, Transportation, and Entertainment.	SE: 1.4
	Understand the concept of the 24-hour clock, time zones, and the International Date Line.	
Standard 2: Students will understand the impact of hospitality and tourism on the economy.	Discuss the social, cultural, economic, and environmental impacts of travel.	SE: 1.3, 17.2, 17.4

Standard	Performance Indicators (for internal use only in correlations identification)	Hospitality & Tourism Management, Second Edition Section Number
	Explain the product life cycle.	SE: 22.3
	Explain the ripple effect on an economy from tourism.	SE: 1.3
	Define inflation and staycation.	
	Be able to convert money from an exchange rate.	SE: 17.1, 22.2
	Discuss the impact of technology on the hospitality and tourism industry.	SE: 1.2, 1.5
Standard 3: Students will understand basic marketing principles.	Define marketing, target market, segmentation, and the marketing mix.	SE: 23.1, 23.2, 23.3
	Define customer service and its vital role in the industry.	SE: 3.3
	Know and Implement the 3 main objectives of the hospitality and tourism into practical applications (implementation can occur through DECA role plays).	SE: 1.1
	Make the guest feel welcomed.	SE: 3.2

Standard	Performance Indicators (for internal use only in correlations identification)	Hospitality & Tourism Management, Second Edition Section Number
	Make sure the product and services work for the guest.	SE: 3.1, 3.2
	Make sure the operation continues to provide service and make a profit.	SE: 3.2, 24.1, 24.2
STRAND 2: Students will develop and understanding of the lodging industry and destination marketing.		
Standard 1: Students will understand market segmentation for the lodging industry.	Classify hotels according to their types.	SE: 5.1
	Discuss yield management.	SE: 24.2
	Identify variables that affect room rates.	SE: 6.6
Standard 2: Students will understand the concept of destination marketing.	Define destination, destination marketing, resort, time shares, and commission.	SE: 5.1, 17.5, 23.4
	Discuss the concept of seasonality.	SE: 17.2
	Discuss the concept of supply and demand.	SE: 22.2
	Explain elasticity of demand and its effect on the economy and tourism.	SE: 22.2, 24.2

Standard	Performance Indicators (for internal use only in correlations identification)	Hospitality & Tourism Management, Second Edition Section Number
	Explain loyalty programs.	SE: 24.1
	Explain how the 4 P's effect lodging.	SE: 5.1, 23.2
Standard 3: Students will be able to identify basic hotel operations.	Explain front-of-the-house, back-of-the-house, concierge, rooms and Food and Beverage (F&B) divisions.	SE: 5.3, 7.1, 10.4, 10.5
STRAND 3: Students will develop an understanding of the different types of transportation used in international and domestic tourism.		
Standard 1: Students will understand the importance of aviation to the hospitality/tourism industry.	Discuss the aviation industry.	SE: 16.1
	Discuss how the hub and spoke system works.	SE: 16.1
	Describe airline boarding procedures and security methods.	SE: 16.2
	Identify the career opportunities and necessary training required to work in the airline industry.	SE: 16.1, CH16 EOC
Standard 2: Students will develop an understanding of the various types of ground transportation that exist and the role they play in the hospitality and tourism industry.	List the various types of ground transportation that exist.	SE: 16.1

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	Identify major car-rental companies.	SE: 16.1
	Explain rental car policies and procedures.	SE: 16.1
	Compare and contrast ground transportation and rail service in the United States with that of other countries.	SE: 16.1
	Identify the career opportunities and necessary training required to work in the ground transportation industry.	SE: 16.1, CH16 EOC
Standard 3: Students will understand how the 4 P's affect ground travel.	Discuss shuttle service and car rental options.	SE: 16.1
	Charter bus tours.	SE: 16.1
Standard 4: Students will demonstrate knowledge of the cruise industry.	Define embarkation, debarkation, and port-of-call.	SE: 20.1
	Identify principal cruise lines.	SE: 20.2
	Explore different cruising areas around the world.	SE: 20.1

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	Research activities available both on and off the ship.	SE: 20.2, 20.3, CH20 EOC
	Identify the career opportunities and necessary training required to work in the cruise industry.	SE: 20.4, CH20 EOC
Standard 5: Students will understand how the 4 P's affect the cruise industry.	Explain shore excursions.	SE: 20.1
	Discuss ship layouts and cabin options.	SE: 20.2, CH20 EOC
	Theme cruise.	SE: 20.1
	Pricing of cruises.	SE: 20.1
Standard 6: Students will develop an understanding of the difference between domestic and international travel.		SE: 16.1, 16.3
STRAND 4: Students will develop an understanding of the different aspects of the restaurant industry.		
Standard 1: Students will understand the key terms and functions of a restaurant business.	Define restaurant.	SE: 10.1
	Describe quick-service and full-service, and casual dining.	SE: 10.1

Standard	Performance Indicators (for internal use only in correlations identification)	Hospitality & Tourism Management, Second Edition Section Number
	Understand basic restaurant terminology including, eating and dining markets.	SE: 10.1, 10.2, 10.6
Standard 2: Students will identify different jobs, careers, and opportunities in the restaurants.		SE: 2.1, 10.2, 10.3
STRAND 5: Students will explore the hospitality and tourism industry in Utah.		
	<ul style="list-style-type: none"> • Create a vacation package including transportation, accommodations, meal plan, and itinerary. • Create and present a sales presentation for the vacation package (use the sales process). • Create media or advertisement displaying Utah’s product offerings as a tourist destination. 	SE: CH16, EOC, CH17 EOC
Standard 1: Students will identify National Parks in Utah.		SE: 18.1
Standard 2: Students will discuss seasonality in Utah and consumer motivation for travel in Utah.		SE: 17.2
Standard 3: Students will examine different special events offered throughout the state. (i.e. ski resorts, desert activities, Sundance, Shakespeare Festival, and the economic impact of the 2002 Winter Olympics and the lasting effects.).		SE: 14.3

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Utah Strands and Standards Lodging and Recreation		
* An "EOC" after the chapter number indicates that the standard is covered in the End-of-Chapter questions or activities.		
STRAND 1: Identify lodging classifications.		
	<ul style="list-style-type: none"> Compare/contrast management of different organizational structures, including independently owned, chain affiliated, and corporations in the industry. 	SE: 5.1
Standard 1: Differentiate among the types of lodging accommodations and guest amenities.	Location (e.g., airport, highway, downtown resort)	SE: 5.1, CH5 EOC
	Style and function (e.g., bed and breakfast, extended stay, spa)	SE: 5.1, CH5 EOC
	Vacation properties (e.g., time shares)	SE: 5.1, CH5 EOC
	Price (e.g., budget, mid-price, upscale)	SE: 5.1, CH5 EOC
Standard 2: Describe the role of franchising, independently operated companies, and management companies.		SE: 5.1
STRAND 2: Explain the different elements of front office operations.		
	<ul style="list-style-type: none"> Demonstrate an "upsell" to arriving guests (i.e., bottom-up, top-down). 	SE: 6.4

Standard	Performance Indicators (for internal use only in correlations identification)	Hospitality & Tourism Management, Second Edition Section Number
Standard 1: Explain how availability, room status, and other operating guidelines affect the assignment of guestrooms.	Determine how to know when a room is available for sale.	SE: 6.3
	Explain how to make a room status report.	SE: 7.2
	Distinguish guaranteed from non-guaranteed reservations.	SE: 6.2
Standard 2: Identify management styles within a variety of organizational structures. Define industry management terms including: yield, yield management, no-show, discount inventory control, overbooking, walking, and spoilage.	Explain how account entries are made through front desk terminals (Property Management Systems or PMS) and remote point-of-sale (POS) terminals.	SE: 6.2
Standard 3: Explain how a property's computer system is used to create guest accounts.		SE: 6.2, 6.5
Standard 4: Explain the importance of check-in procedures, including guest registration, payment methods, pre authorizations, and key distribution.	Identify common information for guest folio (i.e., name, contact info, room type, dates of occupation).	SE: 6.2, 6.5
	Describe common payment methods for arriving guests (i.e., cash, debit, credit, direct billing, group billing).	SE: 6.2
	Demonstrate the procedure for pre-authorizations.	
	Demonstrate how to issue keys or electronic keycards to registering guests using standard and safety guidelines.	SE: 9.4

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Standard 5: Explain the importance of check-out procedures, including verifying settlement of accounts, to ensure guest satisfaction.	Inquire about recent charges and how to deal with a late charge.	SE: 6.2
	Post outstanding charges to guest accounts.	SE: 6.5
	Inquire about guest satisfaction to add to a guest history record file.	SE: 6.2
STRAND 3: Explain how forecasting and rates are used to maximize occupancy levels.		
Standard 1: Identify information needed to forecast availability.	Calculate a no-show percentage.	SE: 6.3, CH6 EOC
	Calculate a walk-in percentage.	SE: 6.3, CH6 EOC
	Calculate an overstay percentage.	SE: 6.3, CH6 EOC
	Calculate an understay percentage.	SE: 6.3, CH6 EOC
	Understand a ten-day forecast.	SE: 6.3
Standard 2: Explain how room rates are established and assigned.	Understand the various types of rates (i.e., rack, special, government, AARP, AAA, etc.).	SE: 6.2

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	Identify and calculate various taxes (e.g., transient room, city tax, state tax).	SE: 6.5
	Calculate RevPAR, Occupancy Rate, and Average Daily Rate (ADR).	SE: 6.6
STRAND 4: Understand workplace safety and its impact on the workplace.		
Standard 1: Maintain safe and healthful working conditions and environment in order to promote wellbeing in hospitality and tourism workplaces.	Assess workplace conditions with regard to safety and health and OSHA guidelines.	SE: 8.2
	Identify the types of risk of injury/illness at work.	SE: 8.2, 8.3
	Identify those who are susceptible to risk of injury/illness at work.	SE: 8.2, 8.3
	Describe ways to positively affect occupational safety and health.	SE: 8.2, 8.4
STRAND 5: Identify common recreation terms, motivation, and benefits.		
Standard 1: Define and explain the following recreation terms: recreation, extrinsic motivation, intrinsic motivation, leisure time, quality of life (QOL), work-life balance.	Describe intellectual, physical, and social factors in terms of recreation choices.	SE: 17.1, 17.2, 17.3
Standard 2: Discuss factors that motivate individuals to recreate.	Describe extrinsic vs. intrinsic motivation in terms of recreation choices.	SE: 17.3

Standard	Performance Indicators (for internal use only in correlations identification)	Hospitality & Tourism Management, Second Edition Section Number
Standard 3: Identify benefits of recreation for individuals and societies, including improved physical and mental health; personal development; positive use of free time; and promotion of self-sufficiency, independence, and socialization.	Determine how each of these improves both society and individuals, solves major societal issues such as juvenile delinquency and obesity, and encourages positive cultural interaction and volunteer opportunities.	SE: 1.3, 17.4
STRAND 6: Identify and describe public and community recreation agencies.		
	<ul style="list-style-type: none"> • Analyze community needs and current offerings, and develop an activity or league that can benefit the community. • Identify and label recreational activities in five Utah State Parks. • Identify and explain careers within Utah State Parks and/or national parks, as well as careers that are created due to the existence of Utah’s state and national parks. 	SE: 18.3, CH18 EOC
Standard 1: Locate and investigate local municipal department offerings.	Identify programs (both individual and team) for youth, adults, and seniors.	SE: CH17 EOC, 18.1
	Determine how programs match community demographics.	SE: 1.4, 18.1
	Identify required fees, needed instructors and facilities, dates and times, and advertisements.	
	Identify and explain careers in community recreation.	SE: 2.1, 18.3
Standard 2: Identify and describe the purpose and use of Utah State Parks.	Discuss the purpose and mission of Utah State Parks.	

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	Explain the stewardship and conservation of natural resources.	SE: 18.2
	Identify and describe the uses of the three types of land in the state park system (i.e., park areas, recreation areas, natural areas).	SE: 18.1, CH18 EOC
	Identify and discuss state park fees and public funding for state parks.	
	Investigate the fees charged at various state parks, including entry, day use, and activity fees.	
	Determine how public funding (i.e., taxes) is used to support state parks.	
Standard 3: Identify Utah’s five national parks and describe the purpose of national parks.	Discuss the stated purpose and mission of the National Park Service: “To preserve unimpaired the natural and cultural resources and values of the national park system, for the enjoyment, education, and inspiration of this and future generations.”	SE: 18.1
	Identify and discuss common National Park Service policies that protect the ecological environment and the safety of individuals (e.g., use permits, public shuttles only, possible permits to enter the park).	SE: 18.1
	Debate whether these are the best practices for the problems at hand.	SE: 18.1

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	Brainstorm ideas that would better solve current problems. Identify and discuss national park fees and public funding for national parks.	SE: 18.1
STRAND 7: Identify and describe private recreation agencies (i.e., run by businesses).		
Standard 1: Identify and describe indoor recreation business and industries.	Describe major recreation industries in Utah (e.g., skiing and snowboarding, rock climbing, river running, etc.).	SE: 18.1
Standard 2: Identify and describe outdoor recreation business and industries.		SE: 18.1
Performance Objective: Identify and describe three businesses that operate due to the existence of each industry.		SE: 18.1
STRAND 8: Understand the role of collaboration in recreation and lodging.		
	<ul style="list-style-type: none"> Choose a lodging business, a nearby Utah State or national park, and a nearby recreation business. Create a promotional plan for these entities to work together and increase business for both companies and the national park. (Could include commercials, vacation packages, etc.). 	SE: 1.3, CH1 EOC
Standard 1: Describe and discuss accommodating and addressing the needs of special needs and disabled populations as it relates to the Americans with Disabilities Act (ADA).		SE: 18.2
Standard 2: Discuss the impact of popular recreational areas on the lodging of these areas.		SE: 1.3, 5.1

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Standard 3: Using real-world examples, discuss partnerships between recreation business and lodging businesses to promote each other and increase tourism to the area.		SE: 1.3, 5.1
STRAND 9: Identify and explain current Utah trends and ethical issues in recreation and lodging.		
Standard 1: Discuss current news on each topic as it becomes available.		SE: 6.4, 17.2, 18.2

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Standard	Performance Indicators (for internal use only in correlations identification)	Hospitality & Tourism Management, Second Edition Section Number
Utah Strands and Standards College and Career Awareness		
* An "EOC" after the chapter number indicates that the standard is covered in the End-of-Chapter questions or activities.		
STRAND 1: Students will assess their interest and aptitudes and explore related career options based on current Career and Technical Education (CTE) Career Clusters and Pathways. (This strand will be incorporated throughout the course.).		
Standard 1: Assess and apply personal interests, skills, aptitudes, and abilities to education planning and future career decisions.	Compare and contrast the relationship between career options, education, and training.	SE: 2.2, 2.4, CH2 EOC, 5.4, CH5 EOC, 7.1, CH7 EOC, CH13 EOC, 14.2, CH14 EOC, CH15 EOC, CH16 EOC, CH18 EOC, CH20 EOC, CH21 EOC, CH22 EOC, CH23 EOC, CH24 EOC
	Investigate career choices in relation to aspirations and lifestyle choices (e.g., identify lifestyle goals, identify careers, salaries, and required education/training, explore how lifestyles expectations, values, and attitudes affect career decision-making.)	SE: 2.2, 2.4, CH2 EOC, 4.4, CH4 EOC, 5.4, CH5 EOC, 7.1, CH7 EOC, CH13 EOC, 14.2, CH14 EOC, CH15 EOC, CH16 EOC, CH18 EOC, CH20 EOC, CH21 EOC, CH22 EOC, CH23 EOC, CH24 EOC
	Discuss academic content knowledge related to career pathways.	SE: 2.1, 2.2, 2.3, 2.4, CH2 EOC, 5.4, 14.2, CH14 EOC, CH15 EOC, CH16 EOC, CH18 EOC, CH20 EOC, CH21 EOC, CH22 EOC, CH23 EOC, CH24 EOC
	Complete and utilize career assessments (e.g., Interest Profiler* and/or Career Cluster Inventory* on Utah Futures; Explore Careers Welcome Assessment on Utah Futures) to identify career options.	
	Understand opportunities for traditional and nontraditional career choices.	SE: 2.1, 2.2, 2.3, 2.4, CH2 EOC, 5.4, CH5 EOC, 7.1, 7.5, CH7 EOC, CH13 EOC, 14.2, CH14 EOC, CH15 EOC, CH16 EOC, CH18 EOC, CH20 EOC, CH21 EOC, CH22 EOC, CH23 EOC, CH24 EOC
	Integrate job-seeking skills (e.g., evaluate/revise a resume, complete job applications, evaluate career networks, and participate in interviews.)	SE: 2.4, CH2 EOC, CH20 EOC, CH23 EOC

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Standard 2: Investigate the changing nature of the workplace.	Locate career outlook information (Utah Futures, www.bls.gov, etc.)	SE: 2.4
	Participate in a variety of Work-Based Learning experiences (e.g., guest speakers, field studies, job shadows, and career fairs.)	SE: 2.2, CH16 EOC, CH18 EOC
Standard 3: Explore the current Utah career clusters and pathways associated with each cluster and analyze the overlapping academic content and skills.	<ul style="list-style-type: none"> • Agriculture, Food & Natural Resources • Architecture & Construction • Arts, Audio/Visual Technology & Communication • Business, Finance & Marketing • Education Training • Engineering & Technology • Health Science • Hospitality & Tourism • Human Services • Information Technology • Law, Public Safety, Corrections & Security • Manufacturing • Transportation, Distribution & Logistics 	SE: 2.4, CH2 EOC, 5.4, CH5 EOC, 7.1, 7.5, CH7 EOC, CH9 EOC, CH13 EOC, 14.2, CH14 EOC, CH15 EOC, CH16 EOC, CH18 EOC, CH20 EOC, CH21 EOC, CH22 EOC, CH23 EOC, CH24 EOC
Standard 4: Differentiate between a career cluster and career pathway.	Define career cluster as a group of careers and industries that are related by skills or products.	
	Define career pathway as a collection of corresponding courses that prepare students for a given career.	
Standard 5: Differentiate between a CTE pathway concentrator and a CTE pathway completer, and identify the benefits of both.	Define a CTE pathway concentrator as a student who completes 1.5 credits in a single CTE pathway, including at least one foundation course.	
	Define a CTE pathway completer as a student who completes 3.0 credits in a single CTE pathway, including required foundation courses.	

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	Examine the career cluster(s) and pathway(s) available at local high school(s)(e.g., foundation and elective courses offered in each pathway.)	
Standard 6: Identify postsecondary education and training opportunities through Utah technical colleges, community colleges, universities, and industries.	Identify the postsecondary and industry education requirements for careers explored. (e.g., apprenticeships, certifications, college degrees, etc.).	SE: 2.2, 2.4, CH2 EOC, CH13 EOC, 14.2, CH14 EOC, CH20 EOC
	Discuss career choice challenges associated with stereotype, gender, and race.	SE: 4.4, CH4 EOC, 5.4
STRAND 2: Students will develop, practice, and demonstrate academic content and workplace skills within the current career clusters. (This strand will be incorporated throughout the course.)		
Standard 1: Relate how developing workplace skills impacts academic and career success.	Discuss the benefits of strong workplace skills.	SE: 4.1, 4.2, 4.3, 4.4, CH4 EOC
	Discuss the negative consequences of underdeveloped workplace skills.	SE: 4.1, 4.2, 4.3, 4.4, CH4 EOC
Standard 2: Develop personal characteristics that promote responsibility, dependability, productivity, high-quality work, and self-initiative.	Demonstrate regular and on-time attendance; complete tasks on-time.	SE: 2.4, 4.1
	Exhibit self-motivation and self-discipline (e.g., can work and think independently).	SE: 2.1, 2.4

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	Show respect for others (e.g., time, property, opinions, etc.).	SE: 3.1, 3.2, CH3 EOC, 4.1, 4.2, 4.4, CH4 EOC, 21.1, CH21 EOC
	Be responsible for own actions.	SE: 2.4
	Demonstrate strong work ethic (e.g., grit, determination, dedication, perseverance, etc.).	SE: 2.1, 2.4, 4.2, CH4 EOC
Standard 3: Explore different methods of communication.	Identify the different types of communication that happen within the workplace.	SE: 2.1, 2.4, 4.3, CH4 EOC
	Verbal (oral and written).	SE: 2.4, CH2 EOC, 3.1, CH3 EOC, 4.3, CH4 EOC, 5.4, 6.2, CH6 EOC, 14.4, CH17 EOC, 18.2, 19.3, CH19 EOC, 21.1, 23.1
	Nonverbal (body language and personal appearance).	SE: 2.4, 4.3, CH4 EOC

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	Visual (e.g., charts, graphics, images, etc.).	SE: 4.3, CH4 EOC
	Differentiate between personal and professional communication.	SE: 4.3, CH4 EOC
	Discuss how technology is used to communicate in the workplace (e.g., web conferencing, email, social media, networking, etc.).	SE: 2.2, 2.4, 4.3, CH4 EOC
	Practice technical reading and technical writing (e.g., diagrams, blueprints, how-to instructions, documentation, etc.).	SE: 4.3, 9.3, CH9 EOC, 10.7, CH10 EOC, 11.2, 23.3, CH23 EOC
Standard 4: Apply critical thinking and problem-solving techniques.	Practice critical thinking skills (e.g., consider multiple points of view that lead to a solution to a problem).	SE: CH4 EOC, 6.3, 7.2, 8.1, CH8 EOC, 10.7, CH10 EOC, 11.1, CH11 EOC, CH12 EOC, 14.2, 14.4, 15.5, 16.1, CH17 EOC, 19.3, 20.4, 21.1, 23.1, 24.2
	Discern between relevant and credible sources.	SE: 2.4, 11.1, CH11 EOC

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	Utilize a problem-solving model (e.g., engineering design process, decision matrix, pros and cons, Define, Measure, Analyze, Improve and Control (DMAIC), etc.).	SE: 2.1, CH2 EOC, 4.2, CH4 EOC, 6.3, 7.2, 8.1, CH8 EOC, 10.7, CH10 EOC, 11.1, CH11 EOC, CH12 EOC, 14.2, 14.4, 15.5, 16.1, 16.4, CH17 EOC, 19.3, CH19 EOC, 20.4, 21.1, 23.1, 24.2
	Design unique solutions to problems.	SE: 4.2, 6.3, CH6 EOC, 15.4, 15.5, 16.1, 17.5, CH17 EOC, 21.1, 24.2
Standard 5: Identify and demonstrate effective collaboration and teamwork skills.	Investigate and practice different roles within a team.	SE: 1.3, 4.2, 5.4, 7.2, CH11 EOC, 16.1, 20.4, CH24 EOC
	Discuss the positives and negatives of working in a team.	SE: 4.2, 5.4, 16.1, 20.4
	Demonstrate collaboration skills. (e.g., brainstorming, listening, constructive feedback, etc.).	SE: 3.1, 4.2, 4.3, CH4 EOC, 5.4, CH7 EOC, CH9 EOC, CH10 EOC, CH11 EOC, 15.5, 16.1, CH16 EOC, CH20 EOC, CH24 EOC
STRAND 3: Students will explore a variety of Career and Technical Student Organizations (CTSOs) and the benefits of CTSO membership.		
Standard 1: Students will identify and explore CTSOs.	<ul style="list-style-type: none"> • DECA • Educators Rising • FBLA • FCCLA • FFA • HOSA • SkillsUSA • TSA 	

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Standard 2: Students will identify the benefits of CTSO membership.	<ul style="list-style-type: none"> • Career self-efficacy • College aspirations • Community service • Employability skills • Leadership development • Raises students' academic motivation and engagement 	
Standard 3: Students will participate in a simulated CTSO category event.	<ul style="list-style-type: none"> • DECA • Educators Rising • FBLA (Middle Level Competitive Events) • FCCLA (Star Events) • FFA (Career and Leadership Development Events) • HOSA • SkillsUSA (Championships) • TSA (Middle School Competitions) 	
<p>STRAND 4: Students will create a plan of study that leads to rigorous course taking patterns and develop, practice, and demonstrate stress management, and general financial literacy skills to achieve future academic, life, and career goals. (This strand aligns to Board Rule R277-462-4 and would be appropriate for teacher/counselor collaboration.)</p>		
Standard 1: Students will participate in multiple College and Career Awareness opportunities to develop a plan of study which aligns to personal education and career interests.	Evaluate individual performance measures and analyze how results impact individual college and career readiness.	SE: 2.4, CH2 EOC, 5.4, CH5 EOC, 7.1, 7.5, CH7 EOC, CH9 EOC, CH13 EOC, 14.2, CH14 EOC, CH15 EOC, CH16 EOC, CH18 EOC, CH20 EOC, CH21 EOC, CH22 EOC, CH23 EOC, CH24 EOC
	Create a rigorous program of study that promotes one, two, or four-year postsecondary opportunities.	
	Explore post-secondary admissions processes based on training needed for future academic and career goals.	SE: CH13 EOC, CH14 EOC, CH16 EOC, CH20 EOC
Standard 2: Students will develop stress management strategies related to reducing risk factors and enhancing factors that promote positive mental and emotional health.	Identify triggers and personal pressure that increase individual stress (e.g., media and technology, school work, extracurricular activities, etc.)	SE: 21.3

Standard	Performance Indicators (for internal use only in correlations identification)	Hospitality & Tourism Management, Second Edition Section Number
	Explore a variety of stress management techniques and choices that will manage and reduce individual stress.	SE: 4.2
	Explore relevant facts about mental health and suicide, including warning signs, and where to turn for help.	SE: 21.3
Standard 3: Students will explore various financial needs and risks associated with the costs of different education programs.	Discuss the key terms and processes related to college post-secondary education affordability, scholarships, and financial aid. (Strand 1, Standard 7)	SE: 2.2
	Explore ways to avoid student loan debt including opportunities to obtain course credits or program skills while in high school.	SE: 2.2
	Discuss the long-term impact of student loan debt on future earning potential, self-sufficiency and personal relationships.	