

***HOSPITALITY AND TOURISM
EDUCATION STANDARDS
GRADE 12***

Career & Technical Education

Skills for Employment & Lifelong Learning



This document was prepared by:
Office of Career, Technical, and Adult Education
Nevada Department of Education
700 East Fifth Street
Carson City, NV 89701

Adopted by the State Board of Education/
State Board for Occupational Education on
December 13, 2003

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ACKNOWLEDGEMENTS

The Hospitality and Tourism Education Standards project was drafted and reviewed by Nevada Hospitality and Tourism Education instructors. The Nevada Department of Education and the Business and Marketing Education Consultant wish to acknowledge the contributions of those who worked on the development of these standards.

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HOSPITALITY AND TOURISM EDUCATION
Performance Level Descriptors

Content Standard 1.0: HOSPITALITY SERVICES -- *Students will achieve knowledge in economics, Rooms Division, Food and Beverage Division, and Staff Division (Human Resources, Sales and Marketing, Accounting, Security and Engineering) Operations as related to the Hospitality industry.*

Performance Standard 1.1 Students will demonstrate an understanding of basic economic systems, cost-profit relationships, economic indicators/trends, and international concepts.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Determine forms of economic utility created by marketing activities. • Evaluate the impact of cultural and social environments on world trade. • Estimate the impact of business cycles on business activities. • Predict the effect of current economic problems.
MEETS STANDARD	<p>1.1.1 Explore the basic economic principles including supply and demand, goods and services, and economic resources.</p> <p>1.1.2 Illustrate the concept of pricing.</p> <p>1.1.3 Explain the concept of competition and economic indices.</p> <p>1.1.4 Examine the nature of international trade.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Recognize the principles of supply and demand. • Identify an economic good and service. • List economic resources and systems.

Nevada Academic Standards Correlation:
 Math: 1.12.3, 2.12.5, 3.12.4
 English: 4.12.3, 9.12.1
 Science: 16.12.5, 20.12.4

HOSPITALITY AND TOURISM EDUCATION
Performance Level Descriptors

Content Standard 1.0: HOSPITALITY SERVICES -- *Students will achieve knowledge in economics, Rooms Division, Food and Beverage Division, and Staff Division (Human Resources, Sales and Marketing, Accounting, Security and Engineering) Operations as related to the Hospitality industry.*

Performance Standard 1.2 Students will demonstrate a basic understanding of the hospitality industry.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Predict future issues and trends in the hospitality industry. • Design an organizational chart for a full service hotel. • Develop a guest service model, which exceeds guest expectations. • Formulate an action plan for non-compliance to a local, state or federal regulation.
MEETS STANDARD	<p>1.2.1 Describe the nature and development of the hospitality industry.</p> <p>1.2.2 Differentiate the types of lodging accommodations in the hospitality industry.</p> <p>1.2.3 Identify and examine the functions and relationships of the divisions within a hotel’s organizational structure.</p> <p>1.2.4 Summarize the business laws and regulations affecting the hospitality industry, (e.g., OSHA, ADA, employment law, health code, etc.).</p> <p>1.2.5 Examine employment and career opportunities.</p> <p>1.2.6 Examine the importance of guest service.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Identify the types of lodging accommodations in the hospitality industry. • Recognize the nature and development of the hospitality industry. • List the divisions within a hotel’s organizational structure.

Nevada Academic Standards Correlation:

Math: --

English: 5.12.5, 9.12.1, 11.12.2

Science: 6.12.1, 7.12.4, 16.12.2, 16.12.3, 24.12.1, 24.12.2

HOSPITALITY AND TOURISM EDUCATION
Performance Level Descriptors

Content Standard 1.0: HOSPITALITY SERVICES -- *Students will achieve knowledge in economics, Rooms Division, Food and Beverage Division, and Staff Division (Human Resources, Sales and Marketing, Accounting, Security and Engineering) Operations as related to the Hospitality industry.*

Performance Standard 1.3 Students will demonstrate an understanding of the Rooms Division in a full-service hotel property.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Compare and contrast the working relationship between the departments in the Rooms Division. • Evaluate and interpret information on Rooms Division Reports. • Incorporate/integrate the use of technology in the Rooms Division.
MEETS STANDARD	<p>1.3.1 Explain the function and the role of the departments in the Rooms Division.</p> <p>1.3.2 Examine the equipment, supplies, and technology used in the Rooms Divisions.</p> <p>1.3.3 Differentiate the forms and records necessary for the Rooms Division.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • List the departments in the Rooms Division. • Identify equipment, supplies, and technology used in the Rooms Division. • Recognize the forms and records necessary.

Nevada Academic Standards Correlation:

Math: 1.12.3, 3.12.4

English: 4.12.3, 11.12.2

Science: 18.12.5, 24.12.1, 24.12.2

HOSPITALITY AND TOURISM EDUCATION
Performance Level Descriptors

Content Standard 1.0: HOSPITALITY SERVICES -- *Students will achieve knowledge in economics, Rooms Division, Food and Beverage Division, and Staff Division (Human Resources, Sales and Marketing, Accounting, Security and Engineering) Operations as related to the Hospitality industry.*

Performance Standard 1.4 Students will demonstrate an understanding of the Food and Beverage Division in a full-service hotel property.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Compare and contrast the working relationship between the departments in the Food and Beverage Division. • Evaluate and interpret information on Food and Beverage Division Reports. • Incorporate/integrate the use of technology in the Food and Beverage Division.
MEETS STANDARD	<p>1.4.1 Explain the function and the role of the departments in the Food and Beverage Division.</p> <p>1.4.2 Examine the equipment, supplies, and technology used in the Food and Beverage Division.</p> <p>1.4.3 Differentiate the forms and records necessary for the Food and Beverage Division.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • List the departments in the Food and Beverage Division. • Identify equipment, supplies, and technology used in the Food and Beverage Division. • Recognize the forms and records necessary in the Food and Beverage Division.

Nevada Academic Standards Correlation:

Math: 1.12.3, 3.12.4

English: 4.12.3, 11.12.2

Science: 18.12.5, 24.12.1, 24.12.2

HOSPITALITY AND TOURISM EDUCATION
Performance Level Descriptors

Content Standard 1.0: HOSPITALITY SERVICES -- *Students will achieve knowledge in economics, Rooms Division, Food and Beverage Division, and Staff Division (Human Resources, Sales and Marketing, Accounting, Security and Engineering) Operations as related to the Hospitality industry.*

Performance Standard 1.5 Students will demonstrate an understanding of the Staff Division (Human Resources, Sales and Marketing, Accounting, Security and Engineering) in a full-service hotel property.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Compare and contrast the working relationship between the departments in the Staff Division. • Evaluate and interpret information on Staff Division Reports. • Incorporate/integrate the use of technology in the Staff Division.
MEETS STANDARD	<p>1.5.1 Explain the function and the role of the departments in the Staff Division.</p> <p>1.5.2 Examine the equipment, supplies, and technology used in the Staff Division.</p> <p>1.5.3 Differentiate the forms and records necessary for the Staff Division.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • List the departments in the Staff Division. • Identify equipment, supplies, and technology used in the Staff Division. • Recognize the forms and records necessary in the Staff Division.

Nevada Academic Standards Correlation:
 Math: 3.12.4
 English: 4.12.3, 11.12.2
 Science: 18.12.5

HOSPITALITY AND TOURISM EDUCATION
Performance Level Descriptors

Content Standard 2.0: TRAVEL AND TOURISM: *Students will achieve knowledge in economics, lodging and transportation, retail and wholesale travel services, sales and marketing, and destination marketing, as related to the travel and tourism industry.*

Performance Standard 2.1 Students will demonstrate an understanding of basic economic systems, cost-profit relationships, economic indicators/trends, and international concepts.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Determine forms of economic utility created by marketing activities. • Evaluate the impact of cultural and social environments on world travel. • Estimate the impact of business cycles on business activities. • Predict the effect of current economic and social issues.
MEETS STANDARD	<p>2.1.1 Explore the basic economic principles such as supply and demand, goods and services, and economic resources.</p> <p>2.1.2 Illustrate the concept of pricing.</p> <p>2.1.3 Explain the concept of competition and economic indices.</p> <p>2.1.4 Examine the nature of international travel and tourism.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Recognize the principles of supply and demand. • Identify an economic good and service. • List economic resources and systems.

Nevada Academic Standards Correlation:

Math: 1.12.3, 2.12.5, 3.12.1, 3.12.4

English: 4.12.3, 9.12.1

Science: 16.12.5, 20.12.4, 24.12.4

HOSPITALITY AND TOURISM EDUCATION
Performance Level Descriptors

Content Standard 2.0: TRAVEL AND TOURISM: *Students will achieve knowledge in economics, lodging and transportation, retail and wholesale travel services, sales and marketing, and destination marketing, as related to the travel and tourism industry.*

Performance Standard 2.2	Students will demonstrate a basic understanding of the travel and tourism industry.
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Assess current issues and trends in the travel and tourism industry. • Interpret factors affecting the development and growth of the travel and tourism industry. • Determine the impact of the Internet and technology as related to the travel industry.
MEETS STANDARD	<p>2.2.1 Explore the nature of the travel and tourism industry.</p> <p>2.2.2 Explain the evolution of the travel and tourism industry.</p> <p>2.2.3 Discuss the interdependence of the travel and tourism industry segments.</p> <p>2.2.4 Differentiate the social and cultural norms and regulations in international tour and travel.</p> <p>2.2.5 Identify current issues and trends in the travel and tourism industry.</p> <p>2.2.6 Explain the way that technology impacts the travel and tourism industry.</p> <p>2.2.7 Examine employment and career opportunities.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Discuss current trends affecting the travel and tourism industry. • Identify common services associated in the travel and tourism industry. • List career opportunities in the travel and tourism industry.

Nevada Academic Standards Correlation:

Math: 1.12.3, 3.12.4

English: 4.12.3, 5.12.5, 9.12.1, 11.12.2

Science: 11.12.4, 18.12.5, 20.12.4, 24.12.4

HOSPITALITY AND TOURISM EDUCATION
Performance Level Descriptors

Content Standard 2.0: TRAVEL AND TOURISM: *Students will achieve knowledge in economics, lodging and transportation, retail and wholesale travel services, sales and marketing, and destination marketing, as related to the travel and tourism industry.*

Performance Standard 2.3 Students will demonstrate an understanding of lodging and transportation as related to the travel and tourism industry.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Apply the use of reservation technology to the travel and tourism industry. • Prepare a travel itinerary utilizing lodging and transportation systems. • Assess the types of documentation utilized in international travel.
MEETS STANDARD	<p>2.3.1 Classify the different types of lodging properties and transportation systems.</p> <p>2.3.2 Examine the technology utilized for reservations in the lodging and transportation industry.</p> <p>2.3.3 Explore various rules and regulations governing the lodging and transportation industry.</p> <p>2.3.4 Explain the importance of customer service to the lodging and transportation industries.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Describe the different types of lodging properties. • List the different types of transportation systems. • Explain the importance of customer service.

Nevada Academic Standards Correlation:

Math: 1.12.3

English: 4.12.3, 10.12.1, 11.12.2

Science: 11.12.4, 18.12.5

HOSPITALITY AND TOURISM EDUCATION
Performance Level Descriptors

Content Standard 2.0: TRAVEL AND TOURISM: *Students will achieve knowledge in economics, lodging and transportation, wholesale and retail travel services, sales and marketing, and destination marketing, as related to the travel and tourism industry.*

Performance Standard 2.4	Students will demonstrate an understanding of wholesale and retail travel services.
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Prepare and assemble a tour package. • Identify specific websites. • Assess and utilize various reservation systems.
MEETS STANDARD	<p>2.4.1 Investigate the various retail travel services and wholesale travel operations.</p> <p>2.4.2 Analyze travel agency operations.</p> <p>2.4.3 Explain the nature of the customer as a retail buyer.</p> <p>2.4.4 Explore tour operators and travel wholesalers.</p> <p>2.4.5 Investigate the importance of the internet in online booking.</p> <p>2.4.6 Identify various reservation systems.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Describe the functions of a travel agency. • List customer needs. • Identify the components of a travel brochure.

Nevada Academic Standards Correlation:

Math: 1.12.3, 3.12.4

English: 4.12.3, 5.12.5, 10.12.1, 11.12.2

Science: --

HOSPITALITY AND TOURISM EDUCATION
Performance Level Descriptors

Content Standard 2.0: TRAVEL AND TOURISM: *Students will achieve knowledge in economics, lodging and transportation, wholesale and retail travel services, sales and marketing, and destination marketing, as related to the travel and tourism industry.*

Performance Standard 2.5	
EXCEEDS STANDARD	<p>Students will demonstrate an understanding of sales and marketing as it relates to the travel and tourism industry.</p> <ul style="list-style-type: none"> • Develop, write and present a marketing plan. • Analyze the need for marketing information. • Interpret information for marketing decision-making.
MEETS STANDARD	<p>2.5.1 Explain the nature of sales and marketing in the travel and tourism industry.</p> <p>2.5.2 Identify the four P's (product, price, place, and promotion) of marketing.</p> <p>2.5.3 Describe the use of research and technology in the sales and marketing function.</p> <p>2.5.4 Summarize the nature of target marketing in the travel and tourism industry.</p> <p>2.5.5 Investigate international marketing techniques.</p> <p>2.5.6 Explain the nature of marketing plans.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Recognize a marketing plan. • Identify the need for marketing information. • List the four P's (product, price, place, and promotion).

Nevada Academic Standards Correlation:

Math: 1.12.3, 3.12.1, 3.12.4

English: 3.12.4, 5.12.5, 11.12.1

Science: 13.12.4, 20.12.4, 22.12.2, 24.12.4

HOSPITALITY AND TOURISM EDUCATION
Performance Level Descriptors

Content Standard 2.0: TRAVEL AND TOURISM: *Students will achieve knowledge in economics, lodging and transportation, wholesale and retail travel services, sales and marketing, and destination marketing, as related to the travel and tourism industry.*

Performance Standard 2.6	Students will demonstrate an understanding of destination marketing as related to the travel and tourism industry.
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Explain the impact of the product life cycle on customer purchase decisions. • Develop and design a Web site. • Construct a destination-marketing plan.
MEETS STANDARD	<p>2.6.1 Describe domestic and international marketing entities.</p> <p>2.6.2 Explore domestic and international destinations.</p> <p>2.6.3 Identify types of destination attractions.</p> <p>2.6.4 Describe the concept of promotion in destination marketing.</p> <p>2.6.5 Discuss the use of technology in marketing destinations.</p> <p>2.6.6 Identify and locate electronic travel and destination Web sites.</p> <p>2.6.7 Investigate different types of sales techniques.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • List types of destinations and destination attractions. • Identify and locate travel destinations on a map.

Nevada Academic Standards Correlation:

Math: 1.12.3

English: 4.12.3, 8.12.1, 10.12.1

Science: 10.12.6, 11.12.3, 13.12.4, 15.12.4, 18.12.5, 22.12.2

HOSPITALITY AND TOURISM EDUCATION
Employability Skills
Performance Level Descriptors

Content Standard 3.0: *Students shall achieve competence in workplace readiness, career development, and lifelong learning.*

Performance Standard 3.1 Students shall demonstrate problem-solving skills.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Critique a work-related problem using the appropriate steps in the problem-solving process. • Compare and contrast the advantages and disadvantages of alternative solutions to one or more problems. • Evaluate an action plan based upon a solution to a work-related problem. • Assess a case study regarding guest relations.
MEETS STANDARD	<p>3.1.1 Solve a work-related problem using the appropriate steps in the problem-solving process.</p> <p>3.1.2 Demonstrate brainstorming techniques.</p> <p>3.1.3 Examine and explain the advantages and disadvantages of alternative solutions to one or more problems.</p> <p>3.1.4 Create an action plan based upon a solution to a work-related problem.</p> <p>3.1.5 Identify the benefits of solving a work-related problem.</p> <p>3.1.6 Explain the nature of positive guest relations.</p> <p>3.1.7 Handle guest inquiries and complaints.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Describe a problem-solving situation. • List advantages and disadvantages of alternative solutions to one or more problems. • Recognize various guest inquiries and complaints.

Nevada Academic Standards Correlation:

Math:

English: 4.12.6, 8.12.1, 8.12.2, 10.12.1

Science: --

HOSPITALITY AND TOURISM EDUCATION
Employability Skills
Performance Level Descriptors

Content Standard 3.0: *Students shall achieve competence in workplace readiness, career development, and lifelong learning.*

Performance Standard 3.2 Students shall demonstrate critical-thinking skills.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Cultivate critical skills in the workplace. • Interpret the difference between emotional thinking and logical thinking in the workplace. • Assess and validate observations and statements of facts.
MEETS STANDARD	<p>3.2.1 Identify and explain the essential elements of the critical-thinking process.</p> <p>3.2.2 Demonstrate critical-thinking skills necessary in the workplace.</p> <p>3.2.3 Explain how emotional thinking and logical thinking affect decision making in the workplace.</p> <p>3.2.4 Explain the difference between reliable and unreliable observations and statements of facts.</p> <p>3.2.5 Recognize patterns or relationships through observation and discovery.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Recognize the difference between emotional, logical and critical thinking. • Recognize observations and statements of facts. • Describe the difference between reliable and unreliable sources.

Nevada Academic Standards Correlation:

Math:

English: 10.12.1

Science: 18.12.1, 19.12.3

HOSPITALITY AND TOURISM EDUCATION
Employability Skills
Performance Level Descriptors

Content Standard 3.0: *Students shall achieve competence in workplace readiness, career development, and lifelong learning.*

Performance Standard 3.3	Students shall demonstrate the ability to speak, write and listen effectively.
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Create effective business documents used in industry. • Model the ability to effectively handle multiple communication tasks. • Cope with customer complaints during peak business times.
MEETS STANDARD	<p>3.3.1 Explain the benefits of effective communication skills and business correspondence in the workplace.</p> <p>3.3.2 Effectively interpret and respond to verbal and nonverbal messages.</p> <p>3.3.3 Demonstrate proper telephone etiquette.</p> <p>3.3.4 Effectively communicate thoughts, ideas, and information in writing.</p> <p>3.3.5 Organize ideas and communicate orally; is able to effectively demonstrate job skills to others.</p> <p>3.3.6 Locate, understand and interpret written information in documents such as manuals, graphs, and schedules.</p> <p>3.3.7 Select and utilize an appropriate medium for conveying messages with dignity and respect.</p> <p>3.3.8 Organize information into the appropriate format in accordance with standard practices, which includes prewriting, drafting, proofreading, editing/revising, and preparing final copy.</p> <p>3.3.9 Demonstrate sensitivity to cultural diversity in communication.</p> <p>3.3.10 Identify common communication barriers and methods for improving communication.</p> <p>3.3.11 Prepare and engage in oral presentations utilizing multimedia technology.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Distinguish between hearing and listening. • Define proper telephone etiquette. • Outline the differences between verbal and nonverbal communication.

Nevada Academic Standards Correlation:

Math: 1.12.3, 2.12.5, 3.12.4

English: 6.12.1, 6.12.2, 6.12.3, 6.12.4, 6.12.5, 6.12.7, 7.12.1, 7.12.2, 7.12.3, 7.12.4, 7.12.5, 8.12.1, 8.12.2, 9.12.1, 9.12.2, 10.12.1, 11.12.5

Science: 18.12.1, 22.12.2, 24.12.4

HOSPITALITY AND TOURISM EDUCATION
Employability Skills
Performance Level Descriptors

Content Standard 3.0: *Students shall achieve competence in workplace readiness, career development, and lifelong learning.*

Performance Standard 3.4 Students shall demonstrate the ability to select, apply and maintain appropriate technology.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Incorporate skills and knowledge of specialized industry software. • Plan a simulation of implementing industry technology, e.g., property management system, point-of-sale system. • Demonstrate routine maintenance and repair of technological equipment.
MEETS STANDARD	<p>3.4.1 Demonstrate ability to utilize basic keyboarding techniques.</p> <p>3.4.2 Demonstrate ability to utilize other input devices.</p> <p>3.4.3 Demonstrate ability to utilize various electronic research methods.</p> <p>3.4.4 Demonstrate knowledge of the basic technology systems currently available and how they apply to your field (i.e., word processing, spreadsheets, multimedia applications and database).</p> <p>3.4.5 Investigate and explain the use, benefits, and costs of technological developments in workplace and school.</p> <p>3.4.6 Identify and demonstrate the appropriate use of technology to enhance the efficiency of the workplace and school.</p> <p>3.4.7 Identify need for routine maintenance and repair of technological equipment.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Identify technology used in the industry. • Identify business related input devices, e.g., credit card reader, time clock. • Explain the benefits of technology.

Nevada Academic Standards Correlation:

Math: 1.12.3

English:

Science: 18.12.5, 22.12.2

HOSPITALITY AND TOURISM EDUCATION
Employability Skills
Performance Level Descriptors

Content Standard 3.0: *Students shall achieve competence in workplace readiness, career development, and lifelong learning.*

Performance Standard 3.5 Students shall demonstrate leadership and teamwork skills.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Facilitate a meeting. • Judge effectiveness of management and leadership skills from a case study. • Join and compete in a career technical student organization, e.g., DECA, SkillsUSA, FBLA, and FCCLA.
MEETS STANDARD	<p>3.5.1 Work cooperatively with others when given a group project.</p> <p>3.5.2 Explain traits necessary to effectively lead and influence individuals and groups.</p> <p>3.5.3 Demonstrate appropriate attitudes and behaviors for effective leadership.</p> <p>3.5.4 Demonstrate respect for team members, team processes, and team goals.</p> <p>3.5.5 Participate in the implementation of a group’s decision and evaluate the results.</p> <p>3.5.6 Demonstrate the qualities of an effective leader and team member.</p> <p>3.5.7 Describe the importance of a company dress code.</p> <p>3.5.8 Simulate or participate in a CTSO competitive event or a program.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Identify career technical student organizations and other professional organizations/associations in the hospitality industry. • List qualities of a leader and leadership styles. • Identify the components of the meeting process, e.g., agenda, minutes, Robert’s Rules.

Nevada Academic Standards Correlation:

Math:

English:

Science: 18.12.1, 22.12.2

HOSPITALITY AND TOURISM EDUCATION
Employability Skills
Performance Level Descriptors

Content Standard 3.0: *Students shall achieve competence in workplace readiness, career development, and lifelong learning.*

Performance Standard 3.6 Students shall demonstrate sound workplace ethics.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Facilitate a peer review trial for harassment or breach of ethics. • Critique a case study based on legal implications for employees and customers. • Cultivate a personal and professional simulated work environment. • Differentiate the circumstances when there has been a breach of ethics and a personal vendetta in a non-reportable offense.
MEETS STANDARD	<p>3.6.1 Develop personal work ethics through work experience and/or simulation.</p> <p>3.6.2 Describe the importance of ethics practiced in the workplace.</p> <p>3.6.3 Demonstrate regular attendance, promptness, and the willingness to follow instructions and complete an assigned task.</p> <p>3.6.4 Demonstrate appropriate personal and professional attitudes and behaviors.</p> <p>3.6.5 Maintain a safe, clean, and organized work area.</p> <p>3.6.6 Demonstrate awareness of legal responsibilities related to individual performance, safety, and customer satisfaction.</p> <p>3.6.7 Demonstrate knowledge of various types of harassment.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Understand the benefits of punctuality, attendance and following instructions. • Understand the difference between work time and personal time. • Identify ethical versus non-ethical behavior. • Define and recognize workplace harassment.

Nevada Academic Standards Correlation:

Math:

English:

Science: 24.12.1, 24.12.2

HOSPITALITY AND TOURISM EDUCATION
Employability Skills
Performance Level Descriptors

Content Standard 3.0: *Students shall achieve competence in workplace readiness, career development, and lifelong learning.*

Performance Standard 3.7 Students shall demonstrate the ability to effectively manage resources in high-performance workplaces.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Judge effective use of time management and stress management. • Evaluate effective resource management through case studies. • Facilitate a role-play scenario with regard to stress, anger management, and substance abuse.
MEETS STANDARD	<p>3.7.1 Identify and organize the human resources needed to complete a job assignment.</p> <p>3.7.2 Identify and organize the material resources and space requirements needed to complete a job assignment.</p> <p>3.7.3 Effectively use technology at its highest level to complete a job assignment.</p> <p>3.7.4 Demonstrate cooperation and leadership in a team at school or in a workplace setting.</p> <p>3.7.5 Use the basic components of effective time management.</p> <p>3.7.6 Recognize the need for management skills in the workplace with regard to stress, anger management, and substance abuse.</p> <p>3.7.7 Estimate costs and prepare a detailed work order.</p> <p>3.7.8 Develop a time schedule and prioritized task list to complete a job assignment.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Identify the stress indicators. • Identify and explain time management strategies. • Recognize a time schedule and prioritize a task list.

Nevada Academic Standards Correlation:

Math:

English: 6.12.2

Science: 18.12.5

HOSPITALITY AND TOURISM EDUCATION
Employability Skills
Performance Level Descriptors

Content Standard 3.0: *Students shall achieve competence in workplace readiness, career development, and lifelong learning.*

Performance Standard 3.8 Students shall demonstrate career planning and development skills.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Critique the student’s performance in a mock employment interview. • Formulate a career plan based upon results of an aptitude test. • Incorporate skills learned through an internship or job in the hospitality industry. • Arrange and participate in alternative interview methods, e.g., online, telephone, and panel.
MEETS STANDARD	<p>3.8.1 Prepare a job application.</p> <p>3.8.2 Prepare a personal résumé.</p> <p>3.8.3 Complete a personal aptitude and interest inventory.</p> <p>3.8.4 Participate in a job interview.</p> <p>3.8.5 Establish short-term career goals.</p> <p>3.8.6 Establish long-term career goals.</p> <p>3.8.7 Use the Nevada Career Information System (NCIS) or a similar computer-based program to research careers in a chosen field.</p> <p>3.8.8 Participate in an organized job-shadowing activity.</p> <p>3.8.9 Participate in a community service project.</p> <p>3.8.10 Construct a career portfolio.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Identify your areas of interest. • List your personal strengths and weaknesses. • Match skills with potential job opportunities.

Nevada Academic Standards Correlation:

Math:

English: 6.12.4, 6.12.5, 7.12.4, 7.12.5, 9.12.1

Science: --

HOSPITALITY AND TOURISM EDUCATION
Employability Skills
Performance Level Descriptors

Content Standard 3.0: *Students shall achieve competence in workplace readiness, career development, and lifelong learning.*

Performance Standard 3.9 Students shall demonstrate the ability of job retention and lifelong learning skills.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Critique interpersonal skills demonstrated in a scenario. • Cultivate awareness of professional development, e.g., seminars, videos, self-study courses, professional publications. • Network with professional organizations and/or industry professionals.
MEETS STANDARD	<p>3.9.1 Maintain an employment/career portfolio.</p> <p>3.9.2 Identify strategies for balancing work and family roles.</p> <p>3.9.3 Demonstrate understanding of the need for lifelong learning in a rapidly changing job market.</p> <p>3.9.4 Identify strategies to maintain employment in the face of job reductions.</p> <p>3.9.5 Develop long-term career-planning strategies.</p> <p>3.9.6 Identify various educational options needed for job advancement.</p> <p>3.9.7 Demonstrate interpersonal skills needed for job retention.</p> <p>3.9.8 Identify and model sound workplace ethics, such as loyalty, punctuality, and initiative.</p>
APPROACHES STANDARD	<ul style="list-style-type: none"> • Describe the benefits of lifelong learning. • List continuing professional development opportunities. • Name interpersonal skills needed for professional development.

CROSSWALK OF HOSPITALITY AND TOURISM STANDARDS AND ACADEMIC STANDARDS

HOSPITALITY SERVICES

Performance Indicators	Academic Standards
1.1.1	<p>16.12.5 (Science) Analyze and evaluate the effects that increases in human populations can cause (e.g., resource depletion and environmental degradation).</p> <p>1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations.</p> <p>2.12.5 (Math) Model practical problems from everyday situations with a variety of models that includes matrices, translating among tabular, symbolic and graphical representations of functions, with and without technology.</p> <p>3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables, tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget.</p> <p>4.12.3 (English) Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.</p>
1.1.2	<p>1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations.</p> <p>2.12.5 (Math) Model practical problems from everyday situations with a variety of models that includes matrices, translating among tabular, symbolic and graphical representations of functions, with and without technology.</p> <p>3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables, tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget.</p> <p>9.12.1 (English) Use specific and varied vocabulary and apply standard English to communicate ideas.</p>
1.1.3	<p>1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations.</p> <p>2.12.5 (Math) Model practical problems from everyday situations with a variety of models that includes matrices, translating among tabular, symbolic and graphical representations of functions, with and without technology.</p> <p>3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables, tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget.</p> <p>4.12.3 (English) Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.</p> <p>20.12.4 (Science) Compare groups of data, taking into account both percentages and actual numbers.</p>
1.1.4	<p>1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations.</p> <p>2.12.5 (Math) Model practical problems from everyday situations with a variety of models that includes matrices, translating among tabular, symbolic and graphical representations of functions, with and without technology.</p> <p>3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables, tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget.</p> <p>4.12.3 (English) Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.</p>
1.2.1, 1.2.2, 1.2.3	<p>5.12.5 (English) Write summaries or abstracts that distill large amounts of information into clear, concise prose.</p> <p>9.12.1 (English) Use specific and varied vocabulary and apply standard English to communicate ideas.</p>
1.2.4	<p>11.12.2 (English) Evaluate possible sources of information for credibility and usefulness.</p> <p>5.12.5 (English) Write summaries or abstracts that distill large amounts of information</p>

Performance Indicators	Academic Standards
	<p>into clear, concise prose.</p> <p>9.12.1 (English) Use specific and varied vocabulary and apply standard English to communicate ideas.</p> <p>6.12.1 (Science) Explain how disease disrupts the equilibrium that exists in a healthy organism.</p> <p>7.12.4 (Science) Explain how certain viral diseases make the body vulnerable to multiple infectious agents and cancerous cells by destroying critical cells of the immune system.</p> <p>16.12.2 (Science) Investigate and describe the various processes involved in obtaining, using, and recycling materials such as wood products, minerals, food, and manufactured objects.</p> <p>24.12.1 (Science) Demonstrate personal responsibility for using safety equipment and observing all safety standards.</p> <p>24.12.2 (Science) Use the information found in materials safety data sheets to handle, store, and dispose of chemicals properly.</p>
1.2.5	<p>16.12.3 (Science) Investigate and describe the career opportunities associated with the study, exploration, extraction, utilization, protection, and restoration of natural resources.</p> <p>5.12.5 (English) Write summaries or abstracts that distill large amounts of information into clear, concise prose.</p> <p>9.12.1 (English) Use specific and varied vocabulary and apply standard English to communicate ideas.</p>
1.2.6	<p>5.12.5 (English) Write summaries or abstracts that distill large amounts of information into clear, concise prose.</p> <p>9.12.1 (English) Use specific and varied vocabulary and apply standard English to communicate ideas.</p>
1.3.1	<p>3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables, tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget.</p> <p>4.12.3 (English) Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.</p>
1.3.2	<p>18.12.5 (Science) Explain that technological problems create a demand for new scientific knowledge and new technologies which make it possible for scientists to extend their research in new ways or to undertake entirely new lines of research.</p> <p>24.12.1 (Science) Demonstrate personal responsibility for using safety equipment and observing all safety standards.</p> <p>24.12.2 (Science) Use the information found in materials safety data sheets to handle, store, and dispose of chemicals properly.</p> <p>11.12.2 (English) Evaluate possible sources of information for credibility and usefulness.</p>
1.3.3, 1.4.1	<p>3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables, tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget.</p> <p>4.12.3 (English) Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.</p>
1.4.2	<p>18.12.5 (Science) Explain that technological problems create a demand for new scientific knowledge and new technologies which make it possible for scientists to extend their research in new ways or to undertake entirely new lines of research.</p> <p>24.12.1 (Science) Demonstrate personal responsibility for using safety equipment and observing all safety standards.</p> <p>24.12.2 (Science) Use the information found in materials safety data sheets to handle, store, and dispose of chemicals properly.</p> <p>11.12.2 (English) Evaluate possible sources of information for credibility and usefulness.</p>

Performance Indicators	Academic Standards
1.4.3, 1.5.1	<p>1.12.3 (Math) Apply the properties and the theories of the real number system to everyday situations.</p> <p>3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables, tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget.</p> <p>4.12.3 (English) Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.</p>
1.5.2	<p>18.12.5 (Science) Explain that technological problems create a demand for new scientific knowledge and new technologies which make it possible for scientists to extend their research in new ways or to undertake entirely new lines of research.</p> <p>11.12.2 (English) Evaluate possible sources of information for credibility and usefulness.</p>
1.5.3	<p>1.12.3 (Math) Apply the properties and the theories of the real number system to everyday situations.</p> <p>3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables, tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget.</p> <p>4.12.3 (English) Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.</p>

CROSSWALK OF HOSPITALITY AND TOURISM STANDARDS AND ACADEMIC STANDARDS

TRAVEL AND TOURISM

Performance Indicators	Academic Standards
2.1.1	<p>1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations.</p> <p>2.12.5 (Math) Model practical problems from everyday situations with a variety of models that includes matrices, translating among tabular, symbolic and graphical representations of functions, with and without technology.</p> <p>3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables, tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget.</p> <p>16.12.5 (Science) Analyze and evaluate the effects that increases in human populations can cause (e.g., resource depletion and environmental degradation).</p> <p>24.12.4 (Science) Maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p> <p>4.12.3 (English) Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.</p>
2.1.2	<p>1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations.</p> <p>2.12.5 (Math) Model practical problems from everyday situations with a variety of models that includes matrices, translating among tabular, symbolic and graphical representations of functions, with and without technology.</p> <p>3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables, tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget.</p> <p>9.12.1 (English) Use specific and varied vocabulary and apply standard English to communicate ideas.</p>
2.1.3	<p>1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations.</p> <p>2.12.5 (Math) Model practical problems from everyday situations with a variety of models that includes matrices, translating among tabular, symbolic and graphical representations of functions, with and without technology.</p> <p>3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables, tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget.</p> <p>20.12.4 (Science) Compare groups of data, taking into account both percentages and actual numbers.</p> <p>4.12.3 (English) Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.</p>
2.1.4	<p>1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations.</p> <p>2.12.5 (Math) Model practical problems from everyday situations with a variety of models that includes matrices, translating among tabular, symbolic and graphical representations of functions, with and without technology.</p> <p>3.12.1 (Math) Convert between customary and metric systems; convert among monetary systems.</p> <p>3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables, tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget.</p> <p>4.12.3 (English) Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.</p>
2.2.1	<p>4.12.3 (English) Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.</p>
2.2.2	<p>9.12.1 (English) Use specific and varied vocabulary and apply standard English to</p>

Performance Indicators	Academic Standards
	communicate ideas.
2.2.3	10.12.1 (English) Participate in problem-solving conversation or group discussion by identifying, synthesizing, and evaluating data.
2.2.4	11.12.4 (Science) Define location on the Earth in terms of latitude, longitude, and time zones. 17.12.1 (Science) Analyze and evaluate how consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts. 5.12.5 (English) Write summaries or abstracts that distill large amounts of information into clear, concise prose.
2.2.5	1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations. 3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables, tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget. 20.12.4 (Science) Compare groups of data, taking into account both percentages and actual numbers. 24.12.4 (Science) Maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations. 5.12.5 (English) Write summaries or abstracts that distill large amounts of information into clear, concise prose. 11.12.2 (English) Evaluate possible sources of information for credibility and usefulness.
2.2.6	18.12.5 (Science) Explain that technological problems create a demand for new scientific knowledge and new technologies which make it possible for scientists to extend their research in new ways or to undertake entirely new lines of research.
2.3.1	4.12.3 (English) Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.
2.3.2	1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations. 11.12.4 (Science) Define location on the Earth in terms of latitude, longitude, and time zones. 11.12.2 (English) Evaluate possible sources of information for credibility and usefulness.
2.3.3	18.12.5 (Science) Explain that technological problems create a demand for new scientific knowledge and new technologies which make it possible for scientists to extend their research in new ways or to undertake entirely new lines of research. 4.12.3 (English) Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.
2.3.4	10.12.1 (English) Participate in problem-solving conversation or group discussion by identifying, synthesizing, and evaluating data.
2.4.1	1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations. 3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables, tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget. 10.12.1 (English) Participate in problem-solving conversation or group discussion by identifying, synthesizing, and evaluating data.
2.4.2, 2.4.3	1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations. 3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables, tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget. 10.12.1 (English) Participate in problem-solving conversation or group discussion by identifying, synthesizing, and evaluating data.

Performance Indicators	Academic Standards
	11.12.2 (English) Evaluate possible sources of information for credibility and usefulness.
2.4.4	<p>1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations.</p> <p>3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables, tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget.</p> <p>4.12.3 (English) Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.</p>
2.4.5	<p>1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations.</p> <p>11.12.2 (English) Evaluate possible sources of information for credibility and usefulness.</p>
2.4.6	<p>1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations.</p> <p>5.12.5 (English) Write summaries or abstracts that distill large amounts of information into clear, concise prose.</p>
2.5.1	<p>1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations.</p> <p>3.12.1 (Math) Convert between customary and metric systems; convert among monetary systems.</p> <p>3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables, tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget.</p> <p>3.12.4 (English) Use textual evidence to analyze the theme or meaning of a selection.</p>
2.5.2	<p>1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations.</p> <p>3.12.1 (Math) Convert between customary and metric systems; convert among monetary systems.</p> <p>3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables, tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget.</p> <p>5.12.5 (English) Write summaries or abstracts that distill large amounts of information into clear, concise prose.</p>
2.5.3	<p>1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations.</p> <p>3.12.1 (Math) Convert between customary and metric systems; convert among monetary systems.</p> <p>3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables, tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget.</p> <p>5.12.5 (English) Write summaries or abstracts that distill large amounts of information into clear, concise prose.</p>
2.5.4	<p>1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations.</p> <p>3.12.1 (Math) Convert between customary and metric systems; convert among monetary systems.</p> <p>3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables, tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget.</p> <p>13.12.4 (Science) Simulate and describe how global climate is determined primarily by energy transfer from the sun at and near the Earth's surface, and fluctuations in solar output may have contributed to large changes in the Earth's climate in the past.</p>
2.5.5	1.12.3 (Math) Apply the properties and theories of the real number system to everyday

Performance Indicators	Academic Standards
	<p>situations.</p> <p>3.12.1 (Math) Convert between customary and metric systems; convert among monetary systems.</p> <p>3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables, tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget.</p> <p>13.12.4 (Science) Simulate and describe how global climate is determined primarily by energy transfer from the sun at and near the Earth’s surface, and fluctuations in solar output may have contributed to large changes in the Earth’s climate in the past.</p> <p>20.12.4 (Science) Compare groups of data, taking into account both percentages and actual numbers.</p> <p>11.12.1 (English) Formulate cross-curricular research questions and use an appropriate research design to gather information.</p>
2.5.6	<p>1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations.</p> <p>3.12.1 (Math) Convert between customary and metric systems; convert among monetary systems.</p> <p>3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables, tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget.</p> <p>13.12.4 (Science) Simulate and describe how global climate is determined primarily by energy transfer from the sun at and near the Earth’s surface, and fluctuations in solar output may have contributed to large changes in the Earth’s climate in the past.</p> <p>20.12.4 (Science) Compare groups of data, taking into account both percentages and actual numbers.</p> <p>22.12.2 (Science) Use tables, charts, and graphs in making arguments and claims in oral and written presentations.</p> <p>24.12.4 (Science) Maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p> <p>3.12.4 (English) Use textual evidence to analyze the theme or meaning of a selection.</p>
2.6.1	<p>11.12.3 (Science) Investigate, design, and use contour maps.</p> <p>8.12.1 (English) Summarize and evaluate communications that inform, persuade, and entertain.</p>
2.6.2	<p>11.12.3 (Science) Investigate, design, and use contour maps.</p> <p>13.12.4 (Science) Simulate and describe how global climate is determined primarily by energy transfer from the sun at and near the Earth’s surface, and fluctuations in solar output may have contributed to large changes in the Earth’s climate in the past.</p> <p>4.12.3 (English) Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.</p>
2.6.3	<p>1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations.</p> <p>13.12.4 (Science) Simulate and describe how global climate is determined primarily by energy transfer from the sun at and near the Earth’s surface, and fluctuations in solar output may have contributed to large changes in the Earth’s climate in the past.</p> <p>10.12.6 (Science) Compare and contrast the geologic features of Nevada and local geological features.</p> <p>11.12.3 (Science) Investigate, design, and use contour maps.</p> <p>4.12.3 (English) Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.</p>
2.6.4	<p>1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations.</p> <p>22.12.2 (Science) Use tables, charts, and graphs in making arguments and claims in oral and written presentations.</p> <p>8.12.1 (English) Summarize and evaluate communications that inform, persuade, and</p>

Performance Indicators	Academic Standards
	entertain.
2.6.5	18.12.5 (Science) Explain that technological problems create a demand for new scientific knowledge and new technologies which make it possible for scientists to extend their research in new ways or to undertake entirely new lines of research.
2.6.6	4.12.3 (English) Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.
2.6.7	13.12.4 (Science) Simulate and describe how global climate is determined primarily by energy transfer from the sun at and near the Earth’s surface, and fluctuations in solar output may have contributed to large changes in the Earth’s climate in the past. 22.12.2 (Science) Use tables, charts, and graphs in making arguments and claims in oral and written presentations.

CROSSWALK OF HOSPITALITY AND TOURISM STANDARDS AND ACADEMIC STANDARDS

EMPLOYABILITY SKILLS

Performance Indicators	Academic Standards
3.2.1, 3.2.2, 3.2.3	18.12.1 (Science) Explain that the scientific way of knowing uses a critique and consensus process (e.g., peer review, openness to criticism, logical argument, skepticism).
3.2.4, 3.2.5	18.12.1 (Science) Explain that the scientific way of knowing uses a critique and consensus process (e.g., peer review, openness to criticism, logical argument, skepticism). 19.12.3 (Science) Recognize and describe situations in which a system is qualitatively different from the parts which compromise it (e.g., how a population differs from an individual).
3.2.6	9.12.1 (English) Use specific and varied vocabulary and apply standard English to communicate ideas.
3.3.1	18.12.1 (Science) Explain that the scientific way of knowing uses a critique and consensus process (e.g., peer review, openness to criticism, logical argument, skepticism).
3.3.5	18.12.1 (Science) Explain that the scientific way of knowing uses a critique and consensus process (e.g., peer review, openness to criticism, logical argument, skepticism).
3.3.6	1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations. 2.12.5 (Math) Model practical problems from everyday situations with a variety of models that includes matrices, translating among tabular, symbolic and graphical representations of functions, with and without technology. 3.12.4 (Math) Use and interpret consumer data (e.g., amortization tables, tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget. 19.12.3 (Science) Recognize and describe situations in which a system is qualitatively different from the parts which compromise it (e.g., how a population differs from an individual). 24.12.4 (Science) Maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
3.3.7	18.12.5 (Science) Explain that technological problems create a demand for new scientific knowledge and new technologies which make it possible for scientists to extend their research in new ways or to undertake entirely new lines of research.
3.3.8	24.12.4 (Science) Maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
3.4.3	1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations. 22.12.2 (Science) Use tables, charts, and graphs in making arguments and claims in oral and written presentations.
3.4.4	1.12.3 (Math) Apply the properties and theories of the real number system to everyday situations. 18.12.5 (Science) Explain that technological problems create a demand for new scientific knowledge and new technologies which make it possible for scientists to extend their research in new ways or to undertake entirely new lines of research. 22.12.2 (Science) Use tables, charts, and graphs in making arguments and claims in oral and written presentations.
3.4.6	18.12.5 (Science) Explain that technological problems create a demand for new scientific knowledge and new technologies which make it possible for scientists to extend their research in new ways or to undertake entirely new lines of research.
3.5.1, 3.5.5	18.12.1 (Science) Explain that the scientific way of knowing uses a critique and consensus process (e.g., peer review, openness to criticism, logical argument,

Performance Indicators	Academic Standards
	skepticism).
3.5.8	22.12.2 (Science) Use tables, charts, and graphs in making arguments and claims in oral and written presentations.
3.6.5	24.12.1 (Science) Demonstrate personal responsibility for using safety equipment and observing all safety standards. 24.12.2 (Science) Use the information found in materials safety data sheets to handle, store, and dispose of chemicals properly.