

**GOLDEN OAK ADULT SCHOOL
ADULT EDUCATION**

**Exploring Hospitality Careers
Course Outline**

Schoolwide Learner Outcomes

Golden Oak Adult School students demonstrate:

Critical thinking and problem solving
Goal setting skills
Effective communication
Global citizenship

Grade Level: Intermediate Low - Advanced

Credits: 0

Hours / Length: 122 hours

Course Description/Goals & Purposes (Student Learning Outcomes): Students in this level will continue to develop their English Language proficiency through listening, reading, speaking and writing activities. Students will be trained in the following areas of hospitality: interviewing, customer service, hosting, bus person, front desk, server, reservations, housekeeping, and maintenance.

Integrated Education and Training

IET is a service approach that provides (1) adult education and literacy activities concurrently and contextually with (2) workforce preparation activities and (3) workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. Concurrently and contextually” means that, within the overall scope of the Integrated EL Civics program, adult education, workforce preparation, and workforce training activities must:

- Be of sufficient intensity and quality, and based on the most rigorous research available;
- Occur simultaneously; and
- Use occupationally relevant instructional materials.

Prerequisites: Successful completion of Blue/Level One, or Green/Level 2, or CASAS Scores 211 – 235 (Reading and Listening) or by placement assessment, or Common Core Band 4th – 5th (Level C) or higher.

Repetition Policy: Students may repeat this course until at least 80% accuracy of language skills’ objectives has been. Need for repetition may also be determined by pronounce weakness in one or more major language skills.

Curriculum Standards / Competencies to Be Met

- take reservations, including group reservations and use proper procedure to answer the PBX
- take a go-to order, bus tables, and assist guests as a bell person
- understand hosting, floor plan, seating sequence, and reservations
- demonstrate waiter/waitress skills
- complete registration cards, take and deliver a room service order, and check guests in and out, and complete proper banquet sit down meal set up
- understand acronyms used in the hotel and restaurant industry
- respond appropriately to and follow oral and written directions
- ask for clarification, write organized paragraphs on given topics
- identify key points of texts and converse on a variety of topics with minimal errors
- detect a speaker's mood, attitude, or feeling and respond appropriately
- understand and appropriately use career specific vocabulary
- use learned grammar forms to accurately form questions and statements
- give short oral presentations on a variety of topics

READING**(CCR 1, 3, 5, 6 & 8)**

Hours per unit: 30

- Read closely to determine what the text says explicitly and to make logical inferences from it.
- Assess how point of view or purpose shapes the content and style of a text.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
- Analyze how and why events, and ideas develop and interact over the course of a text.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

WRITING**(CCR 1, 2, 4, 5, 6, 7 & 8)**

Hours per unit: 30

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Conduct short projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

LANGUAGE

(CCR 1, 2, 3, 4, 5 & 6)

Hours per unit: 30

- Demonstrate command of the conventions of standard English grammar, punctuation and usage when writing and speaking.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening.

SPEAKING & Listening:

(CCR 1, 2, 3, 4, 5 & 6)

Hours per unit: 30

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Course Content Outline

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - b. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
 - d. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
 - e. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
 - f. Use verb tense to convey various times, sequences, states, and conditions.
 - g. Recognize and correct inappropriate shifts in verb tense.
 - h. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
 - i. Form and use prepositional phrases.
 - j. Use correlative conjunctions (e.g., either/or, neither/nor).
 - k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - l. Correctly use frequently confused words (e.g., to, too, two; there, their).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Use correct capitalization.
 - b. Use commas and quotation marks to mark direct speech and quotations from a text.
 - c. Use punctuation to separate items in a series.
 - d. Use a comma to separate an introductory element from the rest of the sentence.
 - e. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
 - f. Use underlining, quotation marks, or italics to indicate titles of works.
 - g. Use a comma before a coordinating conjunction in a compound sentence.
 - h. Spell grade-appropriate words correctly, consulting references as needed.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases to convey ideas precisely.
 - b. Choose punctuation for effect.
 - c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small- group discussion).
 - d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - e. Compare and contrast the varieties of English (e.g., dialects, registers)
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade- appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, autograph, photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

6. Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that:

- a. signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered).
- b. are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
- c. signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Reading

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent

Describe how a narrator's or speaker's point of view influences how events are described.

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Speaking & Listening

1. Engage effectively in a range of collaborative discussions (one- on-one, in groups, and teacher- led) with diverse partners, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

- b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 3. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 4. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
 5. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
 6. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
 7. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Course Content / Vocabulary/Thematic Units

- Food Handlers permit
- Job skills and personal qualities
- Resume writing and design
- Customer service and hospitality
- Four segments of hospitality
- Job interview questions
- Mock job interviews
- Reservations
- Grooming guidelines
- Full-service/ limited-service hotels
- Hotel Amenities
- Hotel guest segments
- Management structure
- Safety and security
- Cross-training
- Hotel reservations
- Fire extinguisher use

- Hotel reports
- Maintenance
- Housekeeping reports
- Train with attendants
- Restaurant reservations
- Hospitality terms
- Job applications