

Overview of Hotel TEACH curriculum

Areas of Responsibility from EFF Worker Role Map	Unit	Major EFF Skills Focus	Hospitality Industry Skills Focus	Language Focus	Career Counseling Focus	Technology Focus
Plan and direct personal and professional growth	Unit 1: <i>Identifying your learning goals</i>	<p>Speak so others understand: Organize and relay information to effectively serve the purpose, context and listener; Pay attention to conventions of oral English, including grammar, word, choice, register, pace and gesture in order to minimize barriers to listener's comprehension.</p> <p>Cooperate with Others: Try to adjust one's actions to take into account the needs of others and/or the task to be accomplished.</p> <p>Take responsibility for learning: Identify own strengths and weaknesses as a learner and seek out opportunities for learning that help build self-concept as a</p>	<p>Communicate with others: Formal introductions (grammar and body language). Students review pronunciation of past tense irregular verbs.</p> <p>Learn, develop, adapt to change: Students learn to identify which of their skills need to be developed to overcome their personal barriers. Students identify which industry skills they want to polish the most during the course. Students identify multiple ways of learning outside of class.</p> <p>Take Ownership: Students are introduced to the four skill areas needed to excel in an American work environment.</p>	<p>Formal introductions: The verb "t be", possessive pronouns, contractions and syllable stress when saying names.</p> <p>Pronunciation – minimal pair work (depending on student needs): V, B, F, Φ, Ae</p> <p>Since & For</p> <p>Past tense Regular Verbs – Pronunciation: /id/, /t/, /d/</p> <p>Auxiliary verb "can"</p> <p>Summary Part 1- Past work experience.</p>	<p>Identifying barriers to personal growth; how to fortify natural strengths to overcome those barriers.</p>	<p>Introduction to Computers – hardware, software, internet, programs.</p> <p>Username and Passwords, signing in to an internet classroom.</p> <p>Mouse skills</p>

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		learner; Establish learning goals that are based on an understanding of one's own current and future learning needs; Become familiar with a range of learning strategies to acquire or retain knowledge.				

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Do the work	Unit 2: <i>Greeting and Welcoming Guests</i>	<p>Reflect and evaluate: Make inferences, predictions, or judgments based on one’s reflections; Take stock of where one is: what one knows already and the relevance of that knowledge.</p> <p>Observe critically: Attend to visual sources of information, including television and other media.</p> <p>Speak so others understand: Organize and relay information to effectively serve the purpose, context and listener; Use multiple strategies to monitor the effectiveness of the communication;</p>	<p>Act with professionalism and integrity: Students learn why projecting confidence is part of a professional demeanor</p> <p>Communicate with others: Students learn to communicate and read confidence through body language, review confirming information through tag questions, review polite ways to open and close conversations.</p> <p>Learn, Develop, Adapt to Change: Students review the basics of customer service.</p> <p>Follow policies and procedures: Students learn procedures for delivering quality service hotel wide; learn procedures for properly greeting and speaking with guests</p> <p>Exceed customer expectations: Students engage customers and coworkers in small talk</p>	<p>Tag Questions</p> <p>Expressions used to opening, pre-close and close conversations</p> <p>Irregular Past Verbs – Pronunciation verb list</p> <p>Auxiliary verb review and usage (to make questions, negatives, add meaning, change tenses and locate subject of a sentence.)</p> <p>Auxiliary verbs and verb forms</p> <p>Asking for assistance using How do I...?</p> <p>Skimming and Scanning a Newspaper for appropriate small talk topics.</p> <p>Scanning an Mp3 manual for information</p>	<p>Confidence in self-presentation: What it looks like, why it’s important in the American workplace, and how to gain it.</p>	<p>Keyboarding Skills</p> <p>Internet: Independent learning with English language learning sites, taking quizzes, etc.</p> <p>MWord Part 1: Making Tables & inserting Clip Art</p> <p>Saving Files: Making recordings and saving to desktop.</p> <p>Mp3 players – Basics Uploading to Mp3 players from internet classroom, Right clicking & selecting from drop down menus</p>

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Do the Work	Unit 3: <i>Communicating with Guests</i>	<p>Cooperate with others: Seek input from others in order to understand their actions.</p> <p>Listen actively: Clarify purpose for listening and use listening strategies appropriate for that purpose.</p> <p>Observe critically: Determine the purpose for observation and use strategies appropriate to the purpose; analyze the accuracy, bias and usefulness of information.</p> <p>Speak so others understand: Organize and relay information to effectively serve the purpose, context and listener; Pay attention to conventions of oral English, including grammar, word, choice, register, pace and gesture in order to minimize barriers to listener's comprehension.</p>	<p>Communicate with others: Students learn the importance of active listening to effective communication; students practice forming questions correctly; students learn to sequence and describe directions correctly; students learn to form embedded questions</p> <p>Exceed customer expectations: Students learn how active listening will better inform them of guests needs.</p> <p>Learn, develop, adapt to change: Students learn to identify different ways of communicating at work and why communication is important</p> <p>Attend to details: Students learn the details of their hotel and its neighborhood.</p>	<p>Yes/No questions</p> <p>Information questions</p> <p>Embedded questions, focusing on thought groups or correct sentence stress.</p> <p>Giving directions in correct sequence and using a landmark.</p> <p>Summary Part 2: Summarizing from a text.</p>	<p>Active listening: How to do it and its importance in the work place.</p>	<p>Emailing Part 1 - Opening an account & composing an email</p> <p>MWord Part 2: Making a Flyer Highlighting, changing fonts, inserting a picture, using bold, italic, and underling keys, etc.</p> <p>Downloading and uploading Podcasts from an internet site.</p> <p>Internet: Exploring career sites to match job skills and values with careers.</p>

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		<p>Reflect and Evaluate: Make inferences, predictions, or judgments based on one's reflections</p> <p>Guide others: Assess the needs of others and one's own ability to assist; use strategies for guidance that take into account the goals, tasks, context and learning styles of others.</p>				
Do the work	<p>Unit 4: <i>Explaining Hotel Services to Guests and Providing Information</i></p>	<p>Resolve conflicts and negotiate: Generate options for resolving conflict that have a "win/win" potential.</p> <p>Listen actively: Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.</p> <p>Guide others: Use strategies for providing guidance that take into account the goals, task and context.</p>	<p>Act with professionalism and integrity: Students learn how to control the impression they make on others, practice discretion and react appropriately to criticism; students learn to enforce hotel rules in a professional manner and polish their phone manner.</p> <p>Communicate with others: Students learn the correct register for talking to guests over the phone; students learn to collect and confirm information over the phone</p> <p>Follow directions:</p>	<p>Polite reprimands, interrupting, using can, will, passive voice and embedded questions.</p> <p>Telephone etiquette: greeting guest, using guests' names and asking permission to transfer or put a caller on hold using "May I..?"</p> <p>Using yes or no questions to direct a conversation or confirm information.</p> <p>Information question review.</p>	<p>Projecting a professional demeanor: the components of a professional demeanor, how to develop and maintain a professional demeanor.</p>	<p>Emailing Part 2 : Reading emails, replying, building an address book and sending greeting cards.</p> <p>Uploading files and recordings to a digital drop-box or e-portfolio.</p> <p>MWord Part 3: Spelling and Grammar Check</p> <p>Internet: Exploring career resources and gathering</p>

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		<p>Speak so others understand: Organize and relay information to effectively serve the purpose, context, and listener. Use multiple strategies to monitor the effectiveness of the communication.</p>	<p>Students learn to clarify guest requests over the phone</p>	<p>Pronunciation and usage of articles when listing services.</p>		<p>information online.</p>
<p>Do the Work</p>	<p>Unit 5: <i>Understanding and Resolving Guest Problems</i></p>	<p>Resolve conflicts and negotiate: Engage parties in trying to reach agreement on a course of action that can satisfy the needs and interests of all.</p> <p>Cooperate with Others: Try to adjust one's actions to take into account the needs of others and/or the task to be accomplished.</p> <p>Listen actively: Clarify purpose for listening and use listening strategies appropriate to that purpose.</p> <p>Solve problems and make decisions: Select alternative solution that is most appropriate to the goal, context and</p>	<p>Resolve guest problems: Students learn how to use empathy when handling guest complaints; students learn steps to handle guests complaints in person and over the phone; students learn to express an alternative offer or solution to guests</p> <p>Exceed customer expectations: Students learn how having empathy will help them serve guests in a more effective manner</p> <p>Act with professionalism and integrity: Students learn how to apologize and take responsibility to solve guest problems in person and over the phone</p> <p>Communicate with others: Students learn how to apologize in a formal</p>	<p>Nonverbal and verbal feedback</p> <p>Formal apologies and acknowledging mistakes: with pronunciation focus on vowel reductions and sentence stress.</p> <p>Expressing solutions and offers, using "Would you like me to..."</p> <p>Solving a problem over the phone, using four steps and speaking in appropriate tone. Take control of situation by using direct questions to confirm information, give clear responses and prepare to act.</p>	<p>Empathy: how and why to use it when solving guest problems.</p>	<p>Emailing Part 3: Sending an email attachment</p> <p>Video Recording 1 – Record class skit on resolving problems using a camcorder. Review and evaluate.</p>

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		<p>available resources; Generate alternative solutions; Anticipate and identify problems.</p> <p>Speak so others understand: Organize and relay information to effectively serve the purpose, context and listener.</p> <p>Guide others: Assess the needs of others and one's own ability to assist.</p>	register			
Work with Others	Unit 6: <i>Internal Customer Service: Working as Part of a Team</i>	<p>Cooperate with others: Try to adjust one's actions to take into account the needs of others and the task to be accomplished; Interact with others in ways that are friendly, courteous, and tactful and that demonstrate respect for others' ideas, opinions and contributions.</p> <p>Solve problems and make decisions: Select an alternative that is most appropriate to goal, context and available resources.</p>	<p>Demonstrate team spirit: Students learn why team work is important and how foster it; students learn how cooperation helps different departments work together to solve problems</p> <p>Take ownership: Students learn to take ownership of their actions and make the needs of the job a priority</p> <p>Communicate with others: Students learn to correctly report on conversations that happened in the past</p>	<p>Reported speech:</p> <p>1) Simple past review: use past verbs to report an incident.</p> <p>2) Reporting incidents that include relaying conversations.</p> <p>3) Reporting incidents in correct chronological sequences by identifying yourself, giving necessary background information, identifying the problem, the solution and next steps if needed.</p>	Teamwork: How it works, why it's important in the workplace.	<p>Emailing Part 4: Sending a "Thank You" email</p> <p>Intro to Microsoft Publisher: Create a Certificate of Appreciation or Certificate of Accomplishment.</p>

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		<p>Speak so others understand: Organize and relay information to effectively serve the purpose, context and listener.</p>		<p>4) Use sequential markers like, first, second, third, next, after, then, etc.</p>		
<p>Work within the Big Picture</p>	<p>Unit 7: <i>Understanding Workplace Expectations</i></p>	<p>Reflect and evaluate: Make inferences, predictions or judgments based on one's decisions.</p> <p>Cooperate with Others: Offer clear input on own interests and attitudes so others understand one's actions and reactions; Seek out input from others in order to understand their actions and reactions.</p> <p>Take responsibility for learning: Test out new learning in real life applications.</p> <p>Speak so Others Understand: Use multiple strategies to monitor the effectiveness of the communication.</p>	<p>Take ownership: Students learn what taking initiative is and why it is important</p> <p>Exceed customer expectations: Students learn how exceeding guest expectations is beneficial to the hotel and how to do it.</p> <p>Communicate with others: Students review how to make offers and greet guests</p> <p>Follow Directions: Students learn how to request help politely.</p> <p>Act with professionalism and integrity: Students learn to give and take criticism and control overly defensive reactions.</p>	<p>Clarifying questions</p> <p>Public speaking: using correct diction, intonation and projection techniques.</p> <p>Making offers and suggestions using Would you like.., May I... and Let me...</p>	<p>Taking initiative: why it's important to both the employer and employee and how best to do it.</p>	<p>PowerPoint: Making slides and giving a group presentation on hotels or careers.</p>

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		<p>Plan: Set and prioritize goals.</p> <p>Resolve conflicts and negotiate: Identify areas of agreement and disagreement.</p> <p>Listen Actively: Clarify purpose for listening and use listening strategies appropriate for that purpose.</p>				
<p>Plan and Direct Personal and Professional Growth</p>	<p>Unit 8: <i>Career Advancement : Getting Ready for the Interview</i></p>	<p>Convey ideas in writing: Organize and present information to effectively serve the purpose, context and reader.</p> <p>Read with understanding: Monitor comprehension and adjust reading strategies.</p> <p>Observe critically: Determine the purpose for observing and use strategies appropriate</p> <p>Learn through research: Use multiple lines of inquiry to collect information.</p>	<p>Attend to details: Students learn how to format and word a resume</p> <p>Work independently: Students learn to analyze resumes so they can continue to update their own</p> <p>Learn, develop, adapt to change: Students begin to explore the next step in their career, identify their transferable skills.</p>	<p>Vocabulary, action verbs in past or present tense for resumes</p>		<p>MWord Part 4: Creating a resume.</p> <p>Video Recording 2- Record mock interviews in language lab or using camcorder in class. Review and evaluate.</p> <p>Internet: Filling out online job applications.</p> <p>Intro to Excel: Creating a personal budget.</p>

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