

HOSPITALITY, EVENTS AND TOURISM MIDDLE SCHOOL STANDARDS



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*To improve student achievement and educator effectiveness by ensuring opportunities,
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TABLE OF CONTENTS

Nevada State Board of Education / Nevada Department of Educationii

Acknowledgements / Standards Development Members / Alignment to CTE Standards /
Project Coordinatoriv

Introduction.....v

Content Standard 1.0 - Understand Careers and the Nature Of Work1

Content Standard 2.0 - Understand Family Dynamics and Management.....2

Crosswalks and Alignments3

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The Department of Education relies on teachers and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that truly measure student skill attainment. Most important, however, is recognition of the time, expertise and great diligence provided by the writing team members in developing the career and technical standards for middle school.

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ALIGNMENT TO CTE STANDARDS

Middle school standards are aligned to CTE program areas and broadly built upon high school CTE standards within a program area. All CTE standards developed through the Nevada Department of Education are validated by business and industry. Middle school standards are designed to provide foundational knowledge about careers in a program area with hands-on learning, leadership development, and career exploration.

PROJECT COORDINATOR

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INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of a middle school course. These standards may assist the student in their career pathway decision-making before entering high school.

These standards are designed for the student to complete all standards in one course. These standards are intended to guide curriculum objectives for a middle school course.

The standards are organized as follows:

Content Standards are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the course.

Performance Standards follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

Performance Indicators are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their course learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the Nevada Academic Content Standards in Science (based on the Next Generation Science Standards) and in English Language Arts and Mathematics (based on the Common Core State Standards). Where correlation with academic content standards and practices exist, students in the middle school course perform learning activities that support, either directly or indirectly, achievement of the academic content standards that are listed.

Career and Technical Student Organizations are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. Some CTSOs have middle school level programs and can offer students the opportunity to develop leadership skills and apply what they learn.

CONTENT STANDARD 1.0 : UNDERSTAND CAREERS AND THE NATURE OF WORK**PERFORMANCE STANDARD 1.1 : EXPLORE CAREER PATHWAYS**

- 1.1.1 Relate your skills, interests, talents, and values to a Career pathway
- 1.1.2 Explain careers in each of the Career Clusters
- 1.1.3 Research the pathway to a career of interest
- 1.1.4 Describe the difference between various types of academic degrees and other credentials
- 1.1.5 Discuss the importance of company dress codes
- 1.1.6 Create or review an academic and career plan
- 1.1.7 Define terms used within technical careers

PERFORMANCE STANDARD 1.2 : COLLABORATE WITH OTHERS

- 1.2.1 Practice communicating with others in a variety of ways to explain an idea, solution, or problem
- 1.2.2 Explain what it means to be reliable and honest
- 1.2.3 Demonstrate leadership skills through participation in a school activity, club, or career and technical student organization
- 1.2.4 Plan and/or participate in a community service project
- 1.2.5 Demonstrate conflict-resolution skills
- 1.2.6 Demonstrate critical-thinking and problem-solving skills
- 1.2.7 Practice active listening skills

PERFORMANCE STANDARD 1.3 : PRACTICE LEADERSHIP ROLES

- 1.3.1 Demonstrate language, attitude, and manners suitable for the workplace
- 1.3.2 Assume different roles on a team to accomplish a goal
- 1.3.3 Discuss characteristics of a leader and a team member
- 1.3.4 Prepare and make a presentation in front of a group
- 1.3.5 Practice speaking to adults in an interview format
- 1.3.6 Describe the importance of personal appearance
- 1.3.7 Utilize a timeline to manage a project

CONTENT STANDARD 2.0 : UNDERSTAND FAMILY DYNAMICS AND MANAGEMENT**PERFORMANCE STANDARD 2.1 : RESEARCH HIGH SCHOOL PROGRAMS OF STUDY RELATED TO EDUCATION, HOSPITALITY, AND HUMAN SERVICES**

- 2.1.1 Analyze career paths in family and consumer sciences
- 2.1.2 Explore education opportunities available in high school
- 2.1.3 Explore student and professional organizations associated with family and consumer sciences careers
- 2.1.4 Experience a Career and Technical Student Organization (CTSO) activity, simulated or real, related to education, hospitality, or human services pathways

PERFORMANCE STANDARD 2.2 : EXPLORE INDIVIDUAL AND FAMILY DYNAMICS

- 2.2.1 Describe skills needed for a positive relationship with various groups (e.g., adults, peers, family members, etc.)
- 2.2.2 Evaluate different types of family units
- 2.2.3 Define the different stages of human development birth through geriatrics
- 2.2.4 Analyze the decision to parent
- 2.2.5 Discuss the responsibilities of being a parent
- 2.2.6 Explain the positive and negative consequences of high risk behaviors
- 2.2.7 Discuss the impact of technology on individual and family relationships

PERFORMANCE STANDARD 2.3 : EXPLORE PERSONAL AND FAMILY MANAGEMENT STRATEGIES

- 2.3.1 Describe the decision-making process
- 2.3.2 Explain the purpose of goal setting and planning
- 2.3.3 Create a personal or family budget to meet a goal
- 2.3.4 Describe the importance of managing family resources
- 2.3.5 Utilize a planning process to develop and execute a project

CROSSWALKS AND ALIGNMENTS

CROSSWALKS (ACADEMIC STANDARDS)

The crosswalk of the Middle School standards shows links to the Nevada Academic Content Standards for English Language Arts. The crosswalk identifies the performance indicators in which the learning objectives in the middle school course support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards for English Language Arts.

ALIGNMENTS (MATHEMATICAL PRACTICES)

Several performance indicators support the Mathematical Practices. The following table illustrates the alignment of the middle school course Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators of the learning objectives.

ALIGNMENTS (SCIENCE AND ENGINEERING PRACTICES)

Several performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the middle school Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators of the learning objectives in the middle school support academic learning.

CROSSWALK OF HOSPITALITY, EVENTS AND TOURISM MIDDLE SCHOOL STANDARDS AND THE NEVADA ACADEMIC CONTENT STANDARDS

CONTENT STANDARD 1.0: UNDERSTAND CAREERS AND THE NATURE OF WORK

Performance Indicators	Nevada Academic Content Standards for English Language Arts
1.1.1	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
1.1.2	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
1.1.3	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.4 Determine the meaning of symbols, key terms, and other domain specific-words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i> . English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
1.1.7	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i> .
1.2.1	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1.3.1	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i> .
1.3.4	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CONTENT STANDARD 2.0: UNDERSTAND FAMILY DYNAMICS AND MANAGEMENT

Performance Indicators	Nevada Academic Content Standards for English Language Arts
2.2.2	English Language Arts: Reading Standards for Informational Text RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i> .
2.2.4	English Language Arts: Reading Standards for Informational Text RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
2.2.5	English Language Arts: Reading Standards for Informational Text RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
2.3.4	English Language Arts: Reading Standards for Informational Text RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i> .

CONTENT STANDARD 3.0: EXPLORE TEXTILES AND DESIGN USED IN CLOTHING AND THE HOME

Performance Indicators	Nevada Academic Content Standards for English language Arts
3.1.3	English Language Arts: Reading Standards for Informational Text RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i>. RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. WHST.6-8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. WHST.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
3.1.4	English Language Arts: Reading Standards for Informational Text RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i>. RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
3.2.1	English Language Arts: Reading Standards for Informational Text RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i>.
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Performance Indicators	Nevada Academic Content Standards for English Language Arts
3.2.5	English Language Arts: Reading Standards for Informational Text RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i>. English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.