

Teacher(s)	Melissa Carreon and Beatrice Findeisen	Subject group and discipline	Intro to Culinary Arts		
Unit title	The World of Hospitality	MYP year 9 th = 4/ 10 th = 5	9 th grade/year 4	Unit duration (hrs) Not days	30

Inquiry: Establishing the purpose of the unit

Key concept (1)	Related concept(s) (1-2)	Global context & exploration (1)
Communities	Markets and Trends	Personal and cultural expression
Statement of inquiry Process (Key concept + Related concept + Exploration)		
STudents will differentiate among the five segments of hospitality, and give examples of businesses in each segment. Key concepts include communication, markets and trends, personal and cultural expression.		
Inquiry questions		
Factual —What is travel and tourism? Why is travel and tourism important to national economies? Conceptual — Is hospitality important to the economy of your local community or state? Debatable — What influence does hospitality have on the taxes of your state?		
Objectives	Summative assessment	
A. 1,2 Ai explain and justify the need for a solution to a problem for a specified target audience Aii, identify and prioritize the primary and secondary research needed to develop a solution to the problem.	G (goal) – Differentiate among the five segments of hospitality, and give examples of businesses in each segment. R (role) – You are a graphics designer A (audience) – Target audience is freshmen class	<i>Relationship between summative assessment tasks and statement of inquiry.</i> Students will demonstrate their knowledge on hospitality and tourism by researching local attractions that relate to the tourism segments in the unit.

	<p>S (situation) – Design the segments based on your city’s tourism region</p> <p>P (product/performance) – Poster with all your city’s segments, Presentation – why your poster should be chosen for display</p> <p>S (Standards) – B 1, 2, 3</p>	

In order for students to explain and justify the need for a solution to a problem for a specified client/target audience, students must give and receive meaningful feedback. (Ai)

In order for students to identify and prioritize the primary and secondary research needed to develop a solution to the problem, the student must interpret and use effectively modes of non-verbal communication (Aii)

Service Learning Outcomes:

- Create 5 posters listing the 5 domains of tourism, and how it relates to our city. Post these posters in the CATE hallway using the information to inform other students of local tourism
- Create 5 posters listing the 5 domains of tourism, and how it relates internationally. Post these posters in the CATE hallway using the information to inform other students on international tourism.

Action: Teaching and learning through inquiry

<p align="center">Content (TEKS) WRITE THEM OUT</p>	<p>Learning Process <i>(List in the order in which you will teach the lessons, ask inquiry questions, when ATL statements will be taught and practiced, as well as when both assessment types will occur)</i></p>
<p>(11) (A) the student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to: apply team-building skills.</p> <p>(11) (B) the student applies decision-making and problem-solving skills.</p> <p>(11)(C) the student determines leadership and teamwork qualities in creating a pleasant working atmosphere.</p> <p>(11) (D) the student participates in community leadership and teamwork opportunities to enhance professional skills.</p>	<p align="center">Learning Experiences and Teaching Strategies</p> <p><u>Also explain how you will incorporate the Approaches to Learning and Learner Profiles.</u></p> <p><i>Week 1: Students will read chapter 1 in the textbook. Have students generate a list of hospitality businesses they have visited during the past month. Discuss the following question: Is hospitality important to the economy of your local community or state? Have students provide examples.</i></p> <p><i>Week 2: Read Industry Complexity. Have students create a table listing examples of each of the five segments in the hospitality industry: foodservice, lodging, travel, tourism, and recreation. Encourage students to list local businesses and use the Internet and newspaper advertisements for names of businesses.</i></p> <p><i>Week 3: Students will begin the project on the five segments of hospitality. Students will be grouped into 5 groups and assigned a different segment. Students must draw a poster indicating the local attractions related to their segment.</i></p> <p><i>Week 4/Day 4: Students will continue to work in groups to finish the poster. Assess progress, complete research, begin to draw the poster.</i></p> <p><i>Week 4/Day 5: Class discussion - why is travel the basis of the hospitality industry? How does travel affect each segment of the hospitality industry? Students will write a reflection for 10 minutes. Continue working on project.</i></p> <p><i>Week 6/Day 6: Students will present the project to a "board" of 5 students. The board will provide feedback/suggestion on the poster. Each group will take turns presenting and working on the board.</i></p> <hr/> <p align="center">Formative Assessment (formal and informal)</p>

	<p>Criterion A: Inquiring and analysing Exit ticket - write the 5 domains of tourism.</p> <p>Criterion B: Developing ideas Exit ticket - list 3 tourist attractions locally, list 3 internationally.</p>	<p>Criterion D: Evaluating End of chapter exam</p> <p>Criterion C: Creating the solution Project and presentation</p>					
	<p>Differentiation (Consider your student population, their special accommodations and modifications and language supports)</p>						
	<p>To meet the needs of linguistically diverse students, materials can be available in a range of languages including audio, video and visual images that support language learners.</p> <p>Collaborative learning environments support learner variability, language development, and social-emotional learning.</p> <p>Teacher-as-coach environments allow for ongoing differentiation strategies (for example: individual student-teacher interaction; monitoring of progress; flexible 'on-demand' grouping from skill development mini-lessons and learning interventions).</p> <p>To shorten the time needed for research, students receive some standard information and websites that are pre-selected for relevance, ease of use, and reliability.</p>						
Resources:							
State Resources		Text Books, Consumables, Etc.		Online Resources		Technological Resources	
<p>1. TEKS</p> <p>2. Scope & Sequence</p> <p>3.</p>		<p>4. GRASPS</p> <p>5. Principles into Practice</p> <p>6. IB Subject Guide - Language & Literature</p> <p>7. Hospitality and Tourism text</p>		<p>10. G-W Online</p> <p>11. Kahootz</p> <p>12.</p> <p>13.</p>		<p>14. Ipads</p> <p>15. Laptop</p> <p>16. Electronic devices</p>	

	8. Poster paper and supplies 9.		
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Reflection: Considering the planning, process and impact of the inquiry *You can answer the questions directly

Prior to teaching the unit	During teaching What are the areas of concern that occurred during the unit and how were they resolved? What are some things you wish to include or remove to enhance the learning experiences?	After teaching the unit For this portion, it will serve as a reflection for how the unit went. Explain what can be done to make the lesson more thorough next school year.
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<p>Why do we think that the unit or the selection of topics will be interesting? Getting to know the local tourism highlights, researching international tourism highlights.</p> <p>What do students already know, and what can they do? Getting to know the local tourism highlights, researching international tourism highlights.</p> <p>What have students encountered in this discipline before?</p> <p>What does my experience tell me about what to expect in this unit?</p> <p>What attributes of the learning profile does this unit offer students opportunities to develop? Inquirer, Thinker, Communication</p> <p>What potential interdisciplinary connections can we identify? Group work - one person carrying the load.</p> <p>What do we know about my students' preferences and patterns of interaction?</p> <p>Are there any possible opportunities for meaningful service learning?</p> <p>What in the unit might be inspiring for community or personal projects?</p> <p>Could we develop authentic opportunities for service learning?</p> <p>How can we use my students' multilingualism as a resource for learning? Different cultural experiences can expose other students to knowledge.</p>	<p>What difficulties did we encounter while completing the unit or the summative assessment task(s)?</p> <p>What resources are proving useful, and what other resources do we need?</p> <p>What student inquiries are emerging?</p> <p>What can we adjust or change?</p> <p>What skills need more practice?</p> <p>What is the level of student engagement?</p> <p>How can we scaffold learning for students who need more guidance?</p> <p>What is happening in the world right now with which we could connect teaching and learning in this unit?</p> <p>How well are the learning experiences aligned with the unit's objectives?</p> <p>What opportunities am I hearing to help students explore the interpretative nature of knowledge, including personal biases that might be retained, revised or rejected? (DP Theory of knowledge skills development)</p>	<p>What were the learning outcomes of this unit?</p> <p>How well did the summative assessment task serve to distinguish levels of achievement? Was the task sufficiently complex to allow students to reach the highest levels?</p> <p>What evidence of learning can we identify? What artefacts of learning should we document?</p> <p>Which teaching strategies were effective? Why?</p> <p>What was surprising?</p> <p>What student-initiated action did we notice?</p> <p>What will we do differently next time?</p> <p>How will we build on our experience to plan the next unit?</p> <p>How effectively did we differentiate learning in this unit?</p> <p>What can students carry forward from this unit to the unit? to the next year/ level of study?</p> <p>Which subject groups could we work with next time?</p> <p>What did we learn from standardizing the assessment?</p>
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