
CAREER AND TECHNOLOGY STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering post-secondary programs and/or the highly competitive workplace.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and the community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by taking advantage of the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their

learning; cultivating their individual talents, interests and abilities; and by defining and acting on their goals.

As an important component of education in Alberta secondary schools, CTS promotes student achievement by setting clear expectations and recognizing student success. Students in CTS develop competencies—the knowledge, skills and attitudes they are expected to demonstrate, that is, what they know and what they are able to do.

Acquired competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To facilitate this transition, clearly stated expectations and standards have been defined in cooperation with teachers, business and industry representatives and post-secondary educators.

CTS offers all students important learning opportunities. Regardless of the particular area of study chosen, *students in CTS will:*

- develop skills that can be applied in their daily lives, now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.



A career encompasses more than activities just related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen of the world.

The integration of careers throughout the CTS program helps students to make effective career decisions and to target their efforts. CTS students will have the opportunity to expand their knowledge about careers, occupations and job opportunities, as well as the education and/or training requirements involved. Also, students come to recognize the need for lifelong learning.

Students in CTS have the opportunity to use and apply technology and systems effectively and efficiently. This involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools and/or resources available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems and challenges, and manage resources effectively and efficiently. Social skills improve through learning experiences that require students to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

As well as honing employability skills, CTS reinforces and enhances learnings developed in core and other optional courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

In addition to the common outcomes described above, students focusing on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

PROGRAM OUTCOMES

The program outcomes describe the basic competencies integrated throughout the CTS program.

Within an applied context relevant to personal goals, aptitudes and abilities; *the student* in CTS will:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively to link and apply appropriate tools, management and processes to produce a desired outcome
- develop basic competencies (employability skills), by:
 - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing learning)
 - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing resources)
 - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (problem solving and innovation)
 - demonstrating appropriate written and verbal skills, such as composition, summarization and presentation (communicating effectively)
 - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (working with others)

- maintaining high standards of ethics, diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility).

PROGRAM ORGANIZATION

CURRICULUM STRUCTURE

Career and Technology Studies is organized into **strands** and **courses**.

Strands in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors offering positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. Industry sectors encompass goods-producing industries, such as agriculture, manufacturing and construction; and service-producing industries, such as business, health, finance and insurance.

Courses are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Courses also specify prerequisites. Recommendations for course parameters, such as instructional qualifications, facilities and equipment can be found in the guides to implementation.

The competencies a student must demonstrate to achieve success in a course are defined through *general outcomes*. Senior high school students who can demonstrate the general outcomes defined for a CTS course; i.e., who have the designated competencies, will qualify for 1 credit toward their high school diploma.

Specific outcomes provide a more detailed framework for instruction. Within the context of the general outcomes, the specific outcomes further define the knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of 1-credit courses available in each strand.

Strand	No. of Courses
1. Agriculture	33
2. Career Transitions	30
3. Communication Technology	33
4. Community Health	31
5. Construction Technologies	46
6. Cosmetology Studies	58
7. Design Studies	31
8. Electro-Technologies	47
9. Energy and Mines	26
10. Enterprise and Innovation	8
11. Fabrication Studies	44
12. Fashion Studies	29
13. Financial Management	16
14. Foods	37
15. Forestry	21
16. Information Processing	53
17. Legal Studies	13
18. Logistics	12
19. Management and Marketing	23
20. Mechanics	54
21. Tourism Studies	24
22. Wildlife	17

LEVELS OF ACHIEVEMENT

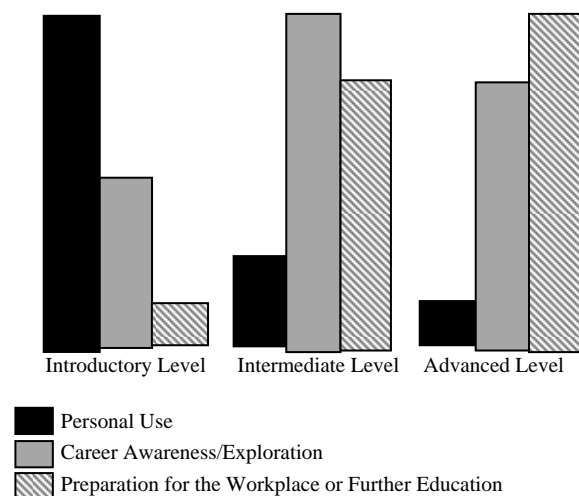
Courses are organized into three levels of achievement: **introductory**, **intermediate** and **advanced**. As students progress through the levels, they will be expected to meet higher standards and demonstrate an increased degree of competence, in both the program outcomes and the general outcomes defined for individual courses.

Introductory level courses help students build daily living skills and form the basis for further learning. Introductory courses are for students who have no previous experience in the strand.

Intermediate level courses build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Advanced level courses refine expertise and help prepare students for entry into the workplace or a related post-secondary program.

The graph below illustrates the relative emphasis on the aspects of career planning at each of the levels.



CURRICULUM AND ASSESSMENT STANDARDS

Curriculum standards in CTS define what students must know and be able to do. Curriculum standards are expressed through the program outcomes for CTS, and through general and specific outcomes defined for individual courses within each strand.

Assessment standards define how student performance is to be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies associated with each general outcome. To receive credit for a course, students must demonstrate competency at the level specified by the conditions and criteria defined for each general outcome.

Students throughout the province receive a fair and reliable assessment as they use the standards to guide their efforts, thus ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are, as much as possible, linked to workplace and post-secondary entry-level requirements.

TYPES OF COMPETENCIES

Two types of competencies are defined within the CTS program: basic and career-specific.

Basic competencies are generic to any career area and are developed within each course. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources
- social; e.g., communication, teamwork, leadership and service, demonstrating responsibility (safety and accountability).

Career-specific competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The model below shows the relationship of the two types of competencies within the 22 strands of the CTS program.












BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and courses. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each course. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework★. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages.** Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— <i>The student:</i>	Stage 2— <i>The student:</i>	Stage 3— <i>The student:</i>	Stage 4— <i>The student:</i>
<p>Managing Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> comes to class prepared for learning <input type="checkbox"/> follows basic instructions, as directed <input type="checkbox"/> acquires specialized knowledge, skills and attitudes <input type="checkbox"/> identifies criteria for evaluating choices and making decisions <input type="checkbox"/> uses a variety of learning strategies 	<p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <input type="checkbox"/> follows instructions, with limited direction <input type="checkbox"/> sets goals and establishes steps to achieve them, with direction <input type="checkbox"/> applies specialized knowledge, skills and attitudes in practical situations <input type="checkbox"/> identifies and applies a range of effective strategies for solving problems and making decisions <input type="checkbox"/> explores and uses a variety of learning strategies, with limited direction 	<p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <input type="checkbox"/> follows detailed instructions on an independent basis <input type="checkbox"/> sets clear goals and establishes steps to achieve them <input type="checkbox"/> transfers and applies specialized knowledge, skills and attitudes in a variety of situations <input type="checkbox"/> uses a range of critical thinking skills to evaluate situations, solve problems and make decisions <input type="checkbox"/> selects and uses effective learning strategies <input type="checkbox"/> cooperates with others in the effective use of learning strategies 	<p><input type="checkbox"/> </p> <p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates self-direction in learning, goal setting and goal achievement <input type="checkbox"/> transfers and applies learning in new situations; demonstrates commitment to lifelong learning <input type="checkbox"/> thinks critically and acts logically to evaluate situations, solve problems and make decisions <input type="checkbox"/> <input type="checkbox"/> provides leadership in the effective use of learning strategies
<p>Managing Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> adheres to established timelines; uses time/schedules/planners effectively <input type="checkbox"/> uses information (material and human resources), as directed <input type="checkbox"/> uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service <input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, as directed 	<ul style="list-style-type: none"> <input type="checkbox"/> creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively <input type="checkbox"/> accesses and uses a range of relevant information (material and human resources), with limited direction <input type="checkbox"/> uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision <input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, with limited assistance 	<ul style="list-style-type: none"> <input type="checkbox"/> creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively <input type="checkbox"/> accesses a range of information (material and human resources), and recognizes when additional resources are required <input type="checkbox"/> selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis <input type="checkbox"/> maintains, stores and/or disposes of equipment and materials on an independent basis 	<ul style="list-style-type: none"> <input type="checkbox"/> creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis <input type="checkbox"/> uses a wide range of information (material and human resources) in order to support and enhance the basic requirement <input type="checkbox"/> recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies) <input type="checkbox"/> demonstrates effective techniques for managing facilities, equipment and supplies
<p>Problem Solving and Innovation</p> <ul style="list-style-type: none"> <input type="checkbox"/> participates in problem solving as a process <input type="checkbox"/> learns a range of problem-solving skills and approaches <input type="checkbox"/> practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: <ul style="list-style-type: none"> – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action 	<ul style="list-style-type: none"> <input type="checkbox"/> identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints <input type="checkbox"/> applies problem-solving skills to a directed or a self-directed activity, by: <ul style="list-style-type: none"> – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action 	<ul style="list-style-type: none"> <input type="checkbox"/> thinks critically and acts logically in the context of problem solving <input type="checkbox"/> transfers problem-solving skills to real-life situations, by generating new possibilities <input type="checkbox"/> prepares implementation plans <input type="checkbox"/> recognizes risks 	<ul style="list-style-type: none"> <input type="checkbox"/> identifies and resolves problems efficiently and effectively <input type="checkbox"/> identifies and suggests new ideas to get the job done creatively, by: <ul style="list-style-type: none"> – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner

Stage 1— <i>The student:</i>	Stage 2— <i>The student:</i>	Stage 3— <i>The student:</i>	Stage 4— <i>The student:</i>
<p>Communicating Effectively</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses communication skills; e.g., reading, writing, illustrating, speaking <input type="checkbox"/> uses language in appropriate context <input type="checkbox"/> listens to understand and learn <input type="checkbox"/> demonstrates positive interpersonal skills in selected contexts 	<ul style="list-style-type: none"> <input type="checkbox"/> communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means <input type="checkbox"/> uses technical language appropriately <input type="checkbox"/> listens and responds to understand and learn <input type="checkbox"/> demonstrates positive interpersonal skills in many contexts 	<ul style="list-style-type: none"> <input type="checkbox"/> prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments <input type="checkbox"/> encourages, persuades, convinces or otherwise motivates individuals <input type="checkbox"/> listens and responds to understand, learn and teach <input type="checkbox"/> demonstrates positive interpersonal skills in most contexts 	<ul style="list-style-type: none"> <input type="checkbox"/> negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests <input type="checkbox"/> negotiates and works toward a consensus <input type="checkbox"/> listens and responds to understand, learn, teach and evaluate <input type="checkbox"/> promotes positive interpersonal skills among others
<p>Working with Others</p> <ul style="list-style-type: none"> <input type="checkbox"/> fulfills responsibility in a group project <input type="checkbox"/> works collaboratively in structured situations with peer members <input type="checkbox"/> acknowledges the opinions and contributions of others in the group 	<ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> cooperates to achieve group results <input type="checkbox"/> maintains a balance between speaking, listening and responding in group discussions <input type="checkbox"/> respects the feelings and views of others 	<ul style="list-style-type: none"> <input type="checkbox"/> seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload <input type="checkbox"/> works in a team or group: <ul style="list-style-type: none"> – encourages and supports team members – helps others in a positive manner – provides leadership/followership as required – negotiates and works toward consensus as required 	<ul style="list-style-type: none"> <input type="checkbox"/> leads, where appropriate, mobilizing the group for high performance <input type="checkbox"/> understands and works within the context of the group <input type="checkbox"/> prepares, validates and implements plans that reveal new possibilities
<p>Demonstrating Responsibility</p> <p>Attendance</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates responsibility in attendance, punctuality and task completion <p>Safety</p> <ul style="list-style-type: none"> <input type="checkbox"/> follows personal and environmental health and safety procedures <input type="checkbox"/> identifies immediate hazards and their impact on self, others and the environment <input type="checkbox"/> follows appropriate/emergency response procedures <p>Ethics</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes personal judgements about whether or not certain behaviours/actions are right or wrong 	<ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> recognizes and follows personal and environmental health and safety procedures <input type="checkbox"/> identifies immediate and potential hazards and their impact on self, others and the environment <input type="checkbox"/>  <input type="checkbox"/> assesses how personal judgements affect other peer members and/or family; e.g., home and school 	<ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> establishes and follows personal and environmental health and safety procedures <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> assesses the implications of personal/group actions within the broader community; e.g., workplace 	<ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> transfers and applies personal and environmental health and safety procedures to a variety of environments and situations <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> demonstrates accountability for actions taken to address immediate and potential hazards <input type="checkbox"/> analyzes the implications of personal/group actions within the global context <input type="checkbox"/> states and defends a personal code of ethics as required
<p>★Developmental Framework</p> <ul style="list-style-type: none"> • <i>Simple task</i> • <i>Structured environment</i> • <i>Directed learning</i> 	<ul style="list-style-type: none"> • <i>Task with limited variables</i> • <i>Less structured environment</i> • <i>Limited direction</i> 	<ul style="list-style-type: none"> • <i>Task with multiple variables</i> • <i>Flexible environment</i> • <i>Self-directed learning, seeking assistance as required</i> 	<ul style="list-style-type: none"> • <i>Complex task</i> • <i>Open environment</i> • <i>Self-directed/self-motivated</i>

TOURISM STUDIES

B. STRAND RATIONALE AND PHILOSOPHY

Tourism is a series of human interactions. It is sometimes referred to as a system, sometimes as an activity and often as an industry. A worldwide phenomenon of global economic importance, tourism is the result of people's decisions to travel. Travellers who become tourists may have different purposes for moving between locations, including visiting family and friends, attending a business meeting and enjoying leisure activities. Learning and participating in tourism activities helps people to develop an appreciation for the world and its people. Travelling brings one culture in contact with another and allows individuals to appreciate the beauty in cultural diversity. It has been said that tourism is the industry of peace; tourism promotes understanding, acceptance and appreciation of others.

Tourism is one of Alberta's fastest growing industries. As the third largest industry in Alberta, tourism employs 100 000 people and generates \$2.5 billion in revenues. By the year 2000, tourism is expected to rise to one of the top revenue generators in the province. Almost 70 per cent of the province's tourism business comes from Albertans travelling within their own province.★

Tourism is a sustainable industry. It encompasses business, organizations, labour and government agencies that provide, totally or partly, the means of transportation, goods, services, accommodation and other facilities, programs and resources. Providing quality guest service and hospitality can mean the difference between success and failure in the tourism industry. Effective communication skills, anticipating and satisfying guest needs, and having a professional appearance and behaviour are basic skills students will need in whatever career path they choose. Tourism Studies, a strand in Career and Technology Studies, can provide relevant, practical situations for students to develop and demonstrate these important skills.

Tourism Studies helps students develop a broad awareness of the economic, social and environmental impact of tourism in the province of Alberta. Students will develop an understanding of the present and potential economic contributions of tourism in the context of their community, Alberta, Canada and the world. However, the impact of tourism can destroy the physical and cultural resources that are the heart of the industry. Community planning and development of tourism is a cooperative effort between private and public sectors and between individuals and organizations. Creative and responsible decisions made at the local level can

★ Arlene McGinn and Deanna Binder. *Meeting the Needs: Tourism in Secondary Schools: A Predevelopment Curriculum Research Report*. Edmonton, AB: Alberta Education, 1990.

translate into social, cultural and economic benefits for the entire community. As citizens, future employees and future business owners, students will benefit from a better understanding of the importance and implications of tourism development and activities.

Tourism Studies provides the opportunity for students to link concrete and psychomotor learning with abstract, cognitive levels of learning. By developing basic and career-specific knowledge, skills and attitudes, students will have the flexibility to adapt to a variety of situations. They will meet the challenges of their personal and work lives and will further educational goals with increased ability and confidence. Students will develop tourism knowledge, skills and attitudes in the context of self, family, society and the workplace.

Within the philosophy of Career and Technology Studies, *students* in Tourism Studies *will*:

- demonstrate an appreciation for Alberta's cultural and environmental heritage, and explain the importance of protecting and preserving them for future generations
- explain the development of the tourism industry in Alberta and its impact on the province's present and future economic, social and environmental well-being
- demonstrate pride in the local community and in Alberta by studying, promoting and participating in tourism activities
- describe the importance of tourism activities for promoting greater understanding and respect for cultures and individual differences
- exhibit the knowledge, skills and attitudes of quality guest service and hospitality, which are applicable to personal, community and career roles
- use organizational and resource management skills, applicable to personal and career roles, by planning and facilitating real or simulated tourism events in the school and community
- demonstrate individual responsibility, self-management and self-esteem through a variety of practical, relevant learning activities
- use creative thinking skills, including problem solving, decision making, idea generation, synthesis and ability to predict outcomes
- access, interpret and evaluate tourism information, and communicate this information using a variety of methods
- use interpersonal skills, including teamwork and leadership, through a wide range of group and class activities that have practical tourism industry application and more general social and citizenship value
- demonstrate knowledge and understanding of the scope of occupations and career paths in the tourism industry, including small business and entrepreneurship, and demonstrate knowledge and understanding of industry standards.

SCOPE AND SEQUENCE

INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">The Tourism Industry <i>TOU1010</i></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">People & Places <i>TOU1020</i></div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Quality Guest Service <i>TOU1030</i></div>	<div style="border: 1px solid black; padding: 5px; text-align: center;">Tourism Events <i>TOU2010</i></div>		Nature of the Industry
<div style="border: 1px solid black; padding: 5px; text-align: center;">The Food Sector <i>TOU1040</i></div>	<div style="border: 1px solid black; padding: 5px; text-align: center;">Food Functions <i>TOU2040</i></div>	<div style="border: 1px solid black; padding: 5px; text-align: center;">Food Service Operations <i>TOU3030</i></div>	Food
<div style="border: 1px solid black; padding: 5px; text-align: center;">The Accommodation Sector <i>TOU1050</i></div>	<div style="border: 1px solid black; padding: 5px; text-align: center;">Meetings & Conferences <i>TOU2050</i></div>	<div style="border: 1px solid black; padding: 5px; text-align: center;">Hotel/Motel Operations <i>TOU3040</i></div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Alternative Accommodations <i>TOU3050</i></div>	Accommodation
<div style="border: 1px solid black; padding: 5px; text-align: center;">The Travel Sector <i>TOU1060</i></div>	<div style="border: 1px solid black; padding: 5px; text-align: center;">Tourism Destinations 1 <i>TOU2060</i></div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Tourism Destinations 2 <i>TOU2070</i></div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Travel Planning <i>TOU2080</i></div>	<div style="border: 1px solid black; padding: 5px; text-align: center;">Travel Agency Operations <i>TOU3060</i></div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Reservations & Ticketing <i>TOU3070</i></div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Air Transportation <i>TOU3080</i></div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Surface Transportation <i>TOU3090</i></div>	Travel
<div style="border: 1px solid black; padding: 5px; text-align: center;">The Attractions Sector <i>TOU1070</i></div>	<div style="border: 1px solid black; padding: 5px; text-align: center;">Tourism Interpretation 1 <i>TOU2090</i></div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Tourism Interpretation 2 <i>TOU2100</i></div>	<div style="border: 1px solid black; padding: 5px; text-align: center;">Attractions Operations <i>TOU3100</i></div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Adventure & Ecotourism <i>TOU3110</i></div>	Attractions

—— Prerequisite

- - - - Recommended sequence

MODULE LEARNER EXPECTATIONS: INTRODUCTORY LEVEL

MODULE TOU1010: THE TOURISM INDUSTRY

Level: Introductory

Theme: Nature of the Industry

Prerequisite: None

Module Description: Students analyze the organizational structure of the tourism industry at local and provincial levels, and investigate employment opportunities in tourism.

Module Learner Expectations: *The student will:*

- describe the role of business, organizations, labour and government agencies in the tourism industry
- assess the effect different travel motivators have on industry activity
- evaluate local tourism ventures and promotion strategies used to attract visitors
- identify employment opportunities in the tourism industry
- demonstrate basic competencies.

MODULE TOU1020: PEOPLE & PLACES

Level: Introductory

Theme: Nature of the Industry

Prerequisite: None

Module Description: Students design strategies for maintaining and enhancing the well-being of tourists, including individuals and groups, such as families. Students also design strategies for preserving the cultural and environmental heritage of a tourism area.

Module Learner Expectations: *The student will:*

- analyze the cultural and environmental impact of tourism on tourism destinations
- identify strategies for preserving the cultural and environmental heritage of Alberta
- describe how tourism can promote acceptance and understanding among cultures
- describe strategies used in the industry for maintaining and enhancing the well-being of tourists
- demonstrate basic competencies.

MODULE TOU1030: QUALITY GUEST SERVICE

Level: Introductory

Theme: Nature of the Industry

Prerequisite: None

Module Description: Students demonstrate the knowledge, skills and attitudes of quality guest service, including hospitality, effective communication and workplace safety.

Module Learner Expectations: *The student will:*

- identify the importance of providing professional service
- demonstrate basic competencies in guest service and hospitality, including maintaining the safety of self and others
- demonstrate effective communication and problem-solving skills in dealing with guest concerns
- demonstrate a positive attitude toward the guest, and demonstrate a professional team approach
- demonstrate basic competencies.

MODULE TOU1040: THE FOOD SECTOR

Level: Introductory

Theme: Food

Prerequisite: None

Module Description: Students evaluate food service establishments, explain basic food-handling principles, demonstrate satisfactory food service skills and adapt service standards to meet the needs of guests.

Module Learner Expectations: *The student will:*

- compare a variety of local food establishments, and identify career opportunities in the food sector
- develop satisfactory food service skills
- develop standards and criteria for excellent food service, and modify service to meet guest needs
- demonstrate basic competencies.

MODULE TOU1050: THE ACCOMMODATION SECTOR

Level: Introductory

Theme: Accommodation

Prerequisite: None

Module Description: Students research accommodation options available, discuss basic principles of the accommodations industry, and develop service strategies for handling individual guest requirements.

Module Learner Expectations: *The student will:*

- describe the range of accommodations available to travellers in Alberta
- develop a basic understanding of business operations in the accommodation sector
- describe strategies for meeting individual guest requirements and maintaining the well-being of guests
- identify employment opportunities in the accommodation sector
- demonstrate basic competencies.

MODULE TOU1060: THE TRAVEL SECTOR

Level: Introductory

Theme: Travel

Prerequisite: None

Module Description: Students research a variety of travel services, demonstrate basic travel information and promotion skills, and investigate career opportunities in providing travel information.

Module Learner Expectations: *The student will:*

- describe travel services available to the traveller in Alberta
- develop strategies for addressing visitor inquiries
- provide basic travel and transportation information to the traveller in Alberta
- identify employment opportunities in the travel sector
- demonstrate basic competencies.

MODULE TOU1070: THE ATTRACTIONS SECTOR

Level: Introductory

Theme: Attractions

Prerequisite: None

Module Description: Students analyze and compare the natural, cultural and recreational attractions available in Alberta, develop strategies to maintain the well-being of guests, and investigate employment opportunities in the attractions sector.

Module Learner Expectations: *The student will:*

- describe natural, cultural and recreational attractions, and explain their role in the tourism industry
- describe the range of visitor activities and services provided at attraction facilities
- identify regulations, procedures and strategies for maintaining the well-being of guests in attraction facilities
- identify employment opportunities in the attractions sector
- demonstrate basic competencies.

GENERAL OUTCOMES: INTERMEDIATE LEVEL

COURSE T0U2010: TOURISM EVENTS

Level: Intermediate

Theme: Nature of the Industry

Prerequisite: None

Description: Students plan, organize, facilitate and evaluate a tourism event in the school or community.

General Outcomes: *The student will:*

- describe different types of tourism events, and discuss the purposes of such events
- develop a project plan for a tourism event in the school or community, and facilitate that event
- develop interpersonal skills of teamwork and leadership, by working with others to facilitate an event
- evaluate the success of the project plan and tourism event
- demonstrate basic competencies.

COURSE T0U2040: FOOD FUNCTIONS

Level: Intermediate

Theme: Food

Prerequisite: None

Description: Students demonstrate the knowledge and skills of serving food for a food function that they have planned in order to meet the needs of a client.

General Outcomes: *The student will:*

- demonstrate knowledge of menu and banquet terms and of food safety
- develop a menu and a function plan to meet the needs of a client
- facilitate the food function, and evaluate the success of the function plan
- demonstrate basic competencies.

COURSE TOU2050: MEETINGS & CONFERENCES

Level: Intermediate

Theme: Accommodation

Prerequisite: None

Description: Students develop a meeting plan, facilitate and evaluate the success of the meeting plan, and investigate career opportunities in meeting and conference planning.

General Outcomes: *The student will:*

- explain the importance of the meeting and conference business
- develop an understanding of the process of meeting and conference planning
- develop a meeting plan, facilitate the meeting and evaluate its success
- identify employment opportunities in conference planning
- demonstrate basic competencies.

COURSE TOU2060: TOURISM DESTINATIONS 1

Level: Intermediate

Theme: Travel

Prerequisite: None

Description: Students demonstrate knowledge of world tourism geography, by presenting travel information about North America and at least one other world region.

General Outcomes: *The student will:*

- present knowledge of the basic geographical features of the world
- present specific knowledge of the physical geography, culture and economy of selected tourism destinations
- identify travel patterns in the world and how they are influenced
- develop knowledge and awareness of the major attractions of a destination within and outside of North America, and practise communicating this information to others
- demonstrate basic competencies.

MODULE TOU2070: TOURISM DESTINATIONS 2

Level: Intermediate

Theme: Travel

Prerequisite: TOU2060 Tourism Destinations 1

Module Description: Students demonstrate knowledge of world tourism geography, by presenting travel information about at least four major tourism regions of the world.

Module Learner Expectations: *The student will:*

- present specific knowledge of the physical geography, culture and economy of selected tourism destinations
- demonstrate basic research skills, transferable to travel counselling activities
- communicate, in travel counsellor situations, information about the major attractions and regions of the world
- demonstrate basic competencies.

MODULE TOU2080: TRAVEL PLANNING

Level: Intermediate

Theme: Travel

Prerequisite: None

Module Description: Students create and evaluate an Alberta tour package and an international travel package, including itinerary, tour and attractions information, and traveller information.

Module Learner Expectations: *The student will:*

- identify the range of travel planning activities, from day trips to escorted group tours
- describe how an itinerary is organized and describe what goes into one
- prepare itineraries to meet the needs of various clients
- identify employment opportunities in travel planning
- demonstrate basic competencies.

MODULE TOU2090: TOURISM INTERPRETATION 1

Level: Intermediate

Theme: Attractions

Prerequisite: None

Module Description: Students evaluate the different types of interpretive media and demonstrate the basic skills of an information attendant, by conducting an interpretation program for a tourism activity.

Module Learner Expectations: *The student will:*

- define the term “interpretation”, and describe opportunities for interpretation activities within the region
- list different interpretive media, and identify the factors that influence media selection/use
- develop an interpretation program for a tourism activity
- describe the duties of an information attendant, and practise the basic skills of information duty
- demonstrate basic competencies.

MODULE TOU2100: TOURISM INTERPRETATION 2

Level: Intermediate

Theme: Attractions

Prerequisite: TOU2090 Tourism Interpretation 1

Module Description: Students create, implement and evaluate interpretation programs for conducted and nonconducted activities. Students also demonstrate the skills of an effective leader in a conducted activity.

Module Learner Expectations: *The student will:*

- create, implement and evaluate an interpretation program for a conducted activity
- create, implement and evaluate an interpretation program for a nonconducted activity
- identify and perform the basic skills of an interpretation leader
- demonstrate basic competencies.

MODULE LEARNER EXPECTATIONS: ADVANCED LEVEL

MODULE TOU3030: FOOD SERVICE OPERATIONS

Level: Advanced

Theme: Food

Prerequisite: None

Module Description: Students relate trends and issues in food service to industry activity, design food service strategies, and present a marketing or venture plan for a food service business.

Module Learner Expectations: *The student will:*

- identify trends and issues in food service, and relate these to industry activity
- analyze, through research, food service marketing strategies
- prepare food service business strategies to satisfy customer expectations
- identify and describe various employment and business opportunities in food service
- demonstrate basic competencies.

MODULE TOU3040: HOTEL/MOTEL OPERATIONS

Level: Advanced

Theme: Accommodation

Prerequisite: None

Module Description: Students demonstrate correct check-in and check-out procedures, research the organization of a large hotel, analyze hotel marketing strategies, and present a marketing plan for a hotel department.

Module Learner Expectations: *The student will:*

- describe the organization of a major hotel and the role of key employees
- demonstrate correct check-in and check-out procedures commonly performed by front desk staff
- identify the variety of amenities and services that hotels offer to attract guests/clients
- describe a variety of functions handled by a hotel sales department, and develop a marketing plan for a hotel department
- identify employment and business opportunities in hotel/motel operations
- demonstrate basic competencies.

MODULE TOU3050: ALTERNATIVE ACCOMMODATIONS

Level: Advanced

Theme: Accommodation

Prerequisite: None

Module Description: Students research and discuss issues related to alternative accommodations, develop a service strategy and standards, and present a marketing or venture plan for an alternative accommodation business.

Module Learner Expectations: *The student will:*

- identify the types of alternative accommodations available in Alberta, and describe their economic impact on the tourism industry
- identify development issues, and establish operating policies and service standards for a selected alternative accommodation
- develop a marketing or venture plan for a selected alternative accommodation business
- identify employment and business opportunities in alternative accommodations
- demonstrate basic competencies.

MODULE TOU3060: TRAVEL AGENCY OPERATIONS

Level: Advanced

Theme: Travel

Prerequisite: None

Module Description: Students research the operation of a travel agency and the role and work activities of a travel agent. Students also present a marketing plan for a travel agency.

Module Learner Expectations: *The student will:*

- list and describe services provided to clients by different types of travel agencies
- describe the relationship between travel agency, client and supplier in the tourism industry
- develop a marketing plan for a specialty travel agency
- investigate and report on the role and work activities of travel agents
- identify employment and business opportunities in retail travel
- demonstrate basic competencies.

MODULE TOU3070: RESERVATIONS & TICKETING

Level: Advanced

Theme: Travel

Prerequisite: None

Module Description: Students process travel reservations, using a computer reservation system, develop an itinerary, and provide the traveller with information related to the itinerary/destination.

Module Learner Expectations: *The student will:*

- describe the conditions and requirements for domestic and international travel
- identify and apply terms used in travel reservations
- identify different travel arrangements, and develop an itinerary
- identify and provide the traveller with other important information related to the itinerary/destination; e.g., connections, transfers
- process a carrier reservation
- demonstrate basic competencies.

MODULE TOU3080: AIR TRANSPORTATION

Level: Advanced

Theme: Travel

Prerequisite: None

Module Description: Students research and report on the organization and operation of a major airline. Students also present a marketing plan for an airline.

Module Learner Expectations: *The student will:*

- describe the organization of the air transportation industry in Canada
- develop a marketing plan for an airline to attract and maintain business
- analyze and report on the operation of different departments in a major airline
- identify and describe trends and issues in the air transportation industry
- identify employment and business opportunities in the air transportation industry
- demonstrate basic competencies.

MODULE TOU3090: SURFACE TRANSPORTATION

Level: Advanced

Theme: Travel

Prerequisite: None

Module Description: Students research the business operations and career opportunities of the rail, motor coach, auto and cruise travel industries. Students also present a variety of marketing strategies for a transportation industry.

Module Learner Expectations: *The student will:*

- describe the significant historical developments of the rail, motor coach, auto and cruise travel industries
- explain advantages and disadvantages of each mode of surface travel
- identify trends and issues in the surface transportation sector
- develop a marketing plan aimed at meeting the needs, wants and expectations of travellers, using surface transportation
- identify employment and business opportunities in the surface travel industries
- demonstrate basic competencies.

MODULE TOU3100: ATTRACTIONS OPERATIONS

Level: Advanced

Theme: Attractions

Prerequisite: None

Module Description: Students analyze the economic, social, cultural and environmental impact of attractions operations. Students also present a marketing plan for an attractions development.

Module Learner Expectations: *The student will:*

- describe the components of an attraction
- provide examples of trends and issues in attractions development
- identify and describe trends and issues in attractions operations
- develop a marketing plan for an attractions operation
- identify employment and business opportunities in attractions operations
- demonstrate basic competencies.

MODULE TOU3110: ADVENTURE & ECOTOURISM

Level: Advanced

Theme: Attractions

Prerequisite: None

Module Description: Students analyze the economic, social and environmental factors that influence the development plan for an adventure or ecotourism venture. Students also compare management issues for different types of recreation areas.

Module Learner Expectations: *The student will:*

- identify the social and environmental impact of adventure and ecotourism development
- identify trends and issues in adventure and ecotourism operations
- describe the factors that influence decisions about recreation/adventure development
- develop a marketing plan for an adventure/ecotourism site
- identify employment and business opportunities in adventure and ecotourism
- demonstrate basic competencies.