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# Tourism 11 and 12 PROGRAM GUIDE

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# Introduction

Ministry Authorized Tourism 11 and Tourism 12 are each 100-120 hours, and each worth four credits. In conjunction with new training electives, and the recommended option of one or more of the Ministry Authorized Work Experience 12 electives, students can receive 16 credits or more for a full Tourism Program.

School boards and independent school authorities may also want to develop their own BAA (Board/Authority Authorized) Tourism courses.

This Tourism Curriculum has been developed to ensure consistency and accountability in both the preparation and early training for students entering careers in Tourism, which is a significant economic driver in the province of BC.

## Rationale for Tourism Education

The tourism industry in BC is expected to experience a profound shortage of qualified employees. It is expected that this shortfall will occur across all five recognized sectors of the tourism industry,\* thus creating the need for workers with an extremely diverse range of skills, knowledge and aptitudes. This shortfall also will be distributed throughout the province, and it will be most keenly felt at the supervisory and management levels where training, education and experience are most important.

Secondary schools offer one potential solution to this problem. Secondary schools are located in all parts of BC, therefore creating career possibilities for students in their own locale. Secondary school programs, properly organized, can also provide students with a springboard in education and experience toward the supervisor and manager roles that are predicted to become available in large numbers.

The Learning Outcomes in this curriculum are those necessary to ensure students make a direct transition to either the world of work in any of the five sectors, or to post-secondary education. Employers from the industry have been consulted frequently in the development of these outcomes. Post-secondary institutions throughout BC are full partners in the BC Tourism Learning Plan.

**\* The Five Recognized Sectors of Tourism are:**

Accommodations	Recreation & Entertainment
Food & Beverage Services	Travel Services
Transportation	

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## Goals for Tourism Courses and Programs

The primary goal of Tourism courses and programs is to help students prepare for the transition from secondary school to a sustainable career in the tourism industry. Through Tourism courses, students have the opportunity to learn and practise employability skills, as well as the technical and applied skills relating to specific occupations in this diversified career field. Other goals include helping students to

- apply basic numeric, literacy, and other fundamental skills in a context focused to careers in tourism
- connect already existing aptitudes and interests with the lifestyle(s) made possible by a career in tourism
- gain the specific knowledge, skills, and attitudes needed to be successful in tourism workplaces
- connect what they learn in Tourism classes with attitudes, skills, and knowledge needed in tourism workplaces
- prepare students for direct transition to appropriate post-secondary Tourism and Hospitality programs

## Rationale for the New Tourism Curriculum

The current Tourism curriculum requires an update to ensure consistency and to meet the needs of a rapidly changing industry. Consistency is essential in Tourism programs to begin training students for career opportunities. Core outcomes, based on certification modules already available from industry-based sources (the Canadian Tourism Human Resource Council's *emerit*, etc.) are given emphasis in this new Tourism curriculum. Therefore, more than just the basic 'service' certifications (i.e., *SuperHost*, etc.) have been integrated into this new curriculum.

Educators also need to be cognizant of the market for Tourism programs in secondary schools around BC and of the need to show students their future career prospects immediately upon entry to the programs. Experience has proven that many learners who are not certain of their career path during that initial exposure do, in fact, go on to flourish in the Tourism industry upon graduation.

*Tourism Essentials*, central to the design and development of this new curriculum, was developed by the CTHRC and is available through *emerit*. It is a tourism industry sanctioned certification, culminating in an examination to certify successful students. *Tourism Essentials* outcomes and content is fully integrated into Tourism 11 and Tourism 12 but it represents only one core element of this curriculum.

Other core elements of the new curriculum involve (1) both the 'enterprise' or 'entrepreneurial' skill sets and aptitudes students need to secure future career opportunities, especially those eventually seeking supervisory and management positions, (2) the materials needed to attract potential students into the programs in the first instance, and (3) the 'linkages' designed to allow students to explore connections between their pre-existing interests and aptitudes (as they enter the program) and possible careers within the applicable sectors of the tourism industry.

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Tourism is one of the fastest evolving industries in the world: a sector where technology has impacted phenomenally – eliminating many Travel Agents in favour of Inbound Counsellor and Concierge services – and making multi-cultural understanding paramount as time replaces distance in the planning of potential visitors.

In addition to the Tourism 11 & 12 core curriculum, training electives, each with their own examinations and specific work experience requirements, can be offered as additional four-credit Grade 12 electives. One or more of these training electives can be selected by individual districts and developed/approved as a Board/Authority Authorized (BAA) Grade 12 level course. These additional certification modules are extensive in nature, 100-120 hours, and developed with substantial input from industry. Under this format, one district may select *Outdoor Adventure Guide* as one of their additional certification/training electives, while another may choose *Food & Beverage Server*. This format will provide local autonomy. Local Industry Advisory Group approval is recommended to ensure the appropriateness of the training electives selected by individual Tourism programs.

## Fundamental Structure of Tourism 11 and 12 Courses

Tourism 11 and Tourism 12 represent a comprehensive introduction to a fast-paced, rapidly changing, and extremely diversified industry. Core elements of the program are therefore designed to encourage students to apply, and refine, a wide range of attitudes, skills, and knowledge. The inclusion of *Tourism Essentials* provides students with both transferable skills and employability skills and a foundation for workplace training in any of the five sectors of the tourism industry. While it is by no means mandatory, it is recommended that teachers of these courses focus on local and provincial issues and content in Tourism 11, then address national and international issues within the content of Tourism 12.

## Tourism Courses

### Tourism 11

Tourism 11 is a four-credit Applied Skills course, intended as an introduction to this diverse sector. Because of the multi-sectored nature of Tourism, students require exposure to the knowledge, attitudes, and skills that professionals have in common throughout their part of the industry. Tourism 11, therefore, is an essential building block with learning outcomes designed to fulfill this purpose.\*

**\* The majority of *Tourism Essentials* outcomes have been integrated into Tourism 11.**

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Tourism 11 provides the opportunity for students to improve their communication skills as they become more familiar with the characteristics of their selected tourism sector. Students in this program should have a chance to practise the required skills in the classroom and then use these skills in industry-sponsored work placements and/or a paid work environment.

Tourism 11 should be viewed as the exploration/theory course.

## **Tourism 12**

Tourism 12, a four-credit Applied Skills course, is the logical extension of Tourism 11. It is therefore the second essential building block toward student success, and incorporates learning outcomes designed to fulfill this purpose. Students in this course must have a chance to practise the required skills in the classroom and then use the learned skills in industry-sponsored work placements and/or the paid work environment.

Tourism 12 should be viewed as the application/practical course and is intended to complete the preparation of graduates either for successful integration into employment or for transition to college programs.

To this end, a module entitled ‘Tourism Industry Experience’ has been included in Tourism 12. This module should consist of approximately 30 hours of work placement. Recommended methods of fulfilling these outcomes include:

- a Work Experience placement (as described in the *Program Guide for Ministry Authorized Work Experience Courses*) within the five recognized sectors of the tourism industry
- community-based functions which fit into the five recognized sectors of the industry (i.e., charitable banquets or events, etc.) where students work with local industry employers and/or professionals
- school-based functions which fit into the five recognized industries of the sector (i.e., charitable banquets, convocation receptions, tournaments, or other events, etc.) where students work with local industry employers and/or professionals

## **Tourism Training Electives**

The purpose of Tourism Training Electives is to prepare qualified graduates to enter a specific occupation within the industry. They are intended for those students planning a direct transition to the workplace upon graduation.

They should augment existing and/or newly developed full Tourism programs (i.e., creating a ‘suite’ of courses reflecting local industry emphasis and needs). As such, they should be viewed as the *Training* option and offered in accordance with the guidelines outlined in the Strategy for Implementation section of this document.

Training electives may be used to augment existing Canadian Academy of Travel & Tourism Gold and/or Level II full Tourism Programs. They can be offered as Grade 12 credits, utilize *emerit* certificate programs and be named after the certificate program in question (e.g., *Front Desk Agent*, *Food & Beverage Server*, etc.).



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However, in specific instances, where relevant *emerit* programs are not available or applicable, schools that deliver a full Tourism Program, with Local Industry Advisory Group input, could offer other alternative certification (e.g., *Avalanche Training*, etc.).

### **BAA Tourism Courses**

BAA Tourism courses should not significantly overlap the new Tourism 11 and 12 curriculum. Grade 12 level BAA courses should be used only as Tourism Training electives, in conjunction with full Tourism Programs as defined in this guide, and should be linked to tourism industry certification courses such as those offered through *emerit*.

## **The ‘Full’ Tourism 11 and 12 Program**

The full Tourism 11 & 12 Program is designed to ensure consistency and appropriate skill development for students.

Consistency in Tourism education ensures that colleges know what to expect from eligible secondary school students when they graduate – this allows qualified graduates a smooth transition to appropriate post-secondary programs.

Consistency in Tourism education ensures that potential employers know what to expect from secondary school students when they graduate – this provides qualified graduates the opportunity for a smooth transition to the workplace.

Consistency on a national scale is one of the reasons for the existence of the Canadian Tourism Human Resource Council (CTHRC) and its *emerit* line of training materials and resources. It is also the reason the CTHRC created the Canadian Academy of Travel & Tourism (CATT Level I, II and Gold Schools) to establish standards for secondary schools and equitable opportunities for qualified graduates from coast to coast.

While tourism is a diverse and complex industry, and local conditions may vary, there are certification modules created by CTHRC and other industry-based bodies to ensure that qualified graduates are properly prepared.

Schools delivering Full Program Structure need to consider these options:

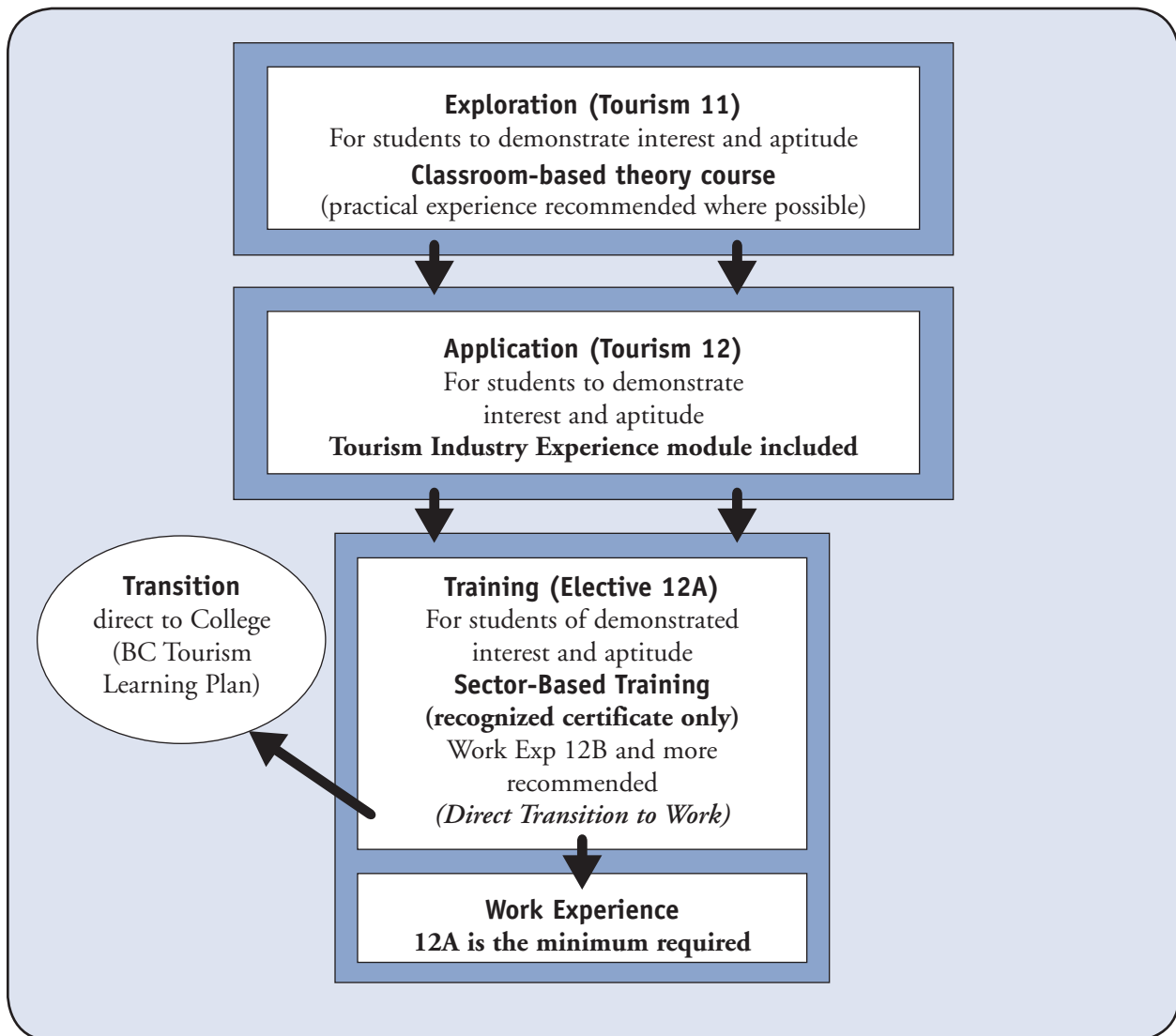
- To set the standards province-wide, and guarantee students consistency of content, Tourism Full Programs can be modelled on the five current Canadian Academy of Travel & Tourism schools. (See [www.cthrc.ca/eng/catt/page.aspx?\\_id=index.htm](http://www.cthrc.ca/eng/catt/page.aspx?_id=index.htm) for detailed information.)
- The minimum requirements recommended for Full/Level II program status should be all of the following:
  - Tourism 11 (new curriculum)
  - Tourism 12 (new curriculum)
  - Work Experience 12A (Program Guide released in March, 2005)
  - a functioning Local Industry Advisory Group (consisting of representatives from tourism sectors in the local community)

## Strategy for Implementation

The purpose of a Tourism implementation strategy is to prepare qualified graduates to enter a specific occupation within the sector. It is important to ensure a consistent quality of program delivery to secondary school students, and position these graduates to make a direct transition either into sustainable careers within the tourism sectors or into appropriate college programs.

The recommended implementation strategy for meeting this purpose consists of the following steps:

- Exploration
- Application
- Training (Transition)



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The **Exploration step** is especially important for students due to the complex nature of the tourism sectors. Anecdotes from teachers, province-wide, tell us that many students who did not initially ‘see’ themselves as tourism professionals go on to successful careers. Once they understand that their interests and aptitudes are marketable within the various tourism sectors, they can enter a career and lifestyle they find attractive. The more students are exposed to tourism the more they will find this career option available and attractive.

Secondary school students who have determined both interest and aptitude tend not to have ‘refined’ their goals to a specific sector.

The **Application step** should be completed within a full Tourism Program. This step should include both theory portions (*Tourism 11 and Tourism 12*, as outlined in this guide), and practical experience (the *Tourism Industry Experience* module).

The **Training (Transition) step**, including *Work Experience 12A* is recommended for students at this level, because as much practical experience as possible in industry settings is beneficial for students.

Secondary school students who have demonstrated both interest and aptitude, and have determined a specific sector, still require the full skill set necessary to be successful. Training electives, which should be undertaken in Full Tourism programs, provide the best possible method for students to prepare for transition directly to the workplace. Before taking the Training electives students should have completed both Tourism 11 and Tourism 12, and as much of an *emerit* endorsed certificate module as feasible. (The practical portion should include extended work experience in order to ensure that students are supervised by industry professionals and/or employers for a substantial period of time.)

## Curriculum Organizers for Tourism 11 and 12

Tourism 11 and Tourism 12 are both four-credit courses, and each is divided into four modules of approximately 30 hours.

The curriculum organizers and suborganizers are as follows:

Tourism 11	Tourism 12
<p><b>Introduction to Tourism</b></p> <ul style="list-style-type: none"> <li>• The Tourism Sector</li> <li>• The Importance of Tourism</li> <li>• BC Tourism Geography</li> </ul>	<p><b>Travel Planning</b></p> <ul style="list-style-type: none"> <li>• Tourist Destinations</li> <li>• Tourism Products</li> <li>• First Nations Role in BC's Tourism Industry</li> </ul>
<p><b>Positive Attitudes of the Tourism Professional</b></p> <ul style="list-style-type: none"> <li>• A Positive Attitude</li> <li>• Responsibility</li> <li>• Adaptability</li> <li>• Willingness to Continuously Learn</li> <li>• Professional Service for all Tourists</li> </ul>	<p><b>Tourism Operations</b></p> <ul style="list-style-type: none"> <li>• Operating systems</li> <li>• Organizational structures</li> <li>• Valuing Safety</li> <li>• Security and Responding to Emergencies</li> </ul>
<p><b>Transferable Skills of the Tourism Professional</b></p> <ul style="list-style-type: none"> <li>• Communication Skills</li> <li>• Computer and Other Technology Skills</li> <li>• Managing Information Skills</li> <li>• Thinking Skills</li> <li>• Working with Others</li> </ul>	<p><b>The Business of Tourism</b></p> <ul style="list-style-type: none"> <li>• Numeracy Skills</li> <li>• Company Policies and Legislation</li> <li>• Entrepreneurship</li> <li>• Promoting the Tourism Sector</li> </ul>
<p><b>Preparing to Succeed in the Tourism Industry</b></p> <ul style="list-style-type: none"> <li>• Job Search Skills</li> <li>• Charting a Career Path</li> <li>• Skills Required of a Tourism Professional</li> </ul>	<p><b>Tourism Industry Experience</b></p> <ul style="list-style-type: none"> <li>• Preparation for Tourism Industry Experience</li> <li>• Community-based Application of Attitudes, Skills, and Tourism Knowledge</li> <li>• Reflection on Tourism Industry Experience</li> </ul>

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# Considerations for Program Delivery

This section of the Program Guide contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of students. There are several significant changes incorporated into this new program from the previous 1995 version. This section is designed to clarify these changes for both established teachers and for teachers new to Tourism.

Included in this section is information about

- Alternative Delivery policy
- addressing local contexts
- the Tourism Industry Experience Organizer
- work experience tracking
- Local Industry Advisory Group
- *Tourism Essentials*
- standard Tourism sector certificates
- Transition Agreements
- *Tourism Training Electives*
- safety considerations
- workplace technology
- working with Aboriginal communities
- copyright and responsibility

## Alternative Delivery Policy

The Alternative Delivery policy does not apply to Tourism 11 and 12.

The Alternative Delivery policy outlines how students, and their parents or guardians, in consultation with their local school authority, may choose means other than instruction by a teacher within the regular classroom setting for addressing prescribed learning outcomes contained in the Health curriculum organizer of the following curriculum documents:

- Health and Career Education K to 7, and Personal Planning K to 7 Personal Development curriculum organizer (until September 2008)
- Health and Career Education 8 and 9
- Planning 10

The policy recognizes the family as the primary educator in the development of children's attitudes, standards, and values, but the policy still requires that all prescribed learning outcomes be addressed and assessed in the agreed-upon alternative manner of delivery.

It is important to note the significance of the term "alternative delivery" as it relates to the Alternative Delivery policy. The policy does not permit schools to omit addressing or assessing any of the prescribed learning outcomes within the health and career education curriculum. Neither does it allow students to be excused from meeting any learning outcomes related to health. It is expected that students who arrange for alternative delivery will address the health-related learning outcomes and will be able to demonstrate their understanding of these learning outcomes.

For more information about policy relating to alternative delivery, refer to [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

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## **Addressing Local Contexts**

There is some flexibility in the Tourism program to provide opportunities for individual teacher and student choice in the selection of topics to meet learning outcomes. This flexibility enables educators to plan their programs by using topics and examples that are relevant to their local context and to the particular interests of their students. When selecting topics it may be appropriate to involve student input.

## **The Tourism Industry Experience Organizer**

Community-based work experience is essential to preparing graduates from any Tourism program for the workplace.

## **Work Experience Tracking**

A process of accounting for work experience hours for individual students is needed at the school or district level. Options range from a simple Excel database to a more sophisticated approach.

## **The Local Industry Advisory Group**

This should be a group of local employers from within the tourism sector that represents a broad range of local tourism industries. This group can be of immense assistance to teachers as a source of current and accurate information, guest speakers and hosts and/or contacts for work experience placements for students.

## **Tourism Essentials**

The resource, *Tourism Essentials*, is a branded product. Although *Tourism Essentials* is a recommended resource for this program, it is important to note to teachers that the outcomes of this program can be met in many ways using a variety of materials that are considered appropriate by the teacher, school, and district.

## **Standard Tourism Sector Certificates**

These certificates recognize short courses leading to certification by a variety of tourism sector organizations (e.g., *SuperHost Fundamentals*, *FoodSafe*, etc.) These certificates are invaluable to students seeking employment and also may meet outcomes listed in this program. Teachers need to be familiar with these modules and certification processes.

## **Transition Agreement**

There is an existing agreement for schools delivering Full Tourism Programs and post-secondary institutions in BC. This is referred to as a '2+2+2' model, because it allows eligible students to align their two years at secondary school and their two-year college diploma program with two more years of university to obtain an appropriate Bachelors degree.

## **Tourism Training Electives: Board/Authority Approved and Authorized**

These are BAA offerings, intended to complement Full Tourism Programs. Their purpose is outlined in this guide.

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## **Safety Considerations**

Tourism can be an activity-based process that provides an exciting method of teaching and learning. However, both the teacher and the student need to limit any perceived or inherent risks. Safety guidelines must be discussed with students. These safety guidelines must support and encourage the interesting approach to learning while at the same time promoting safety. Encouraging a positive safety attitude is a responsibility shared among the board, school administrators, teachers, and students in every school district. The co-operation of all these groups helps develop a strong safety consciousness both inside and outside our schools. Field work, work experiences, and field trips require special vigilance with respect to traffic and road safety, and an awareness of risks associated with changes in weather.

## **Workplace Technology**

Students need to be able to acquire, use, and understand the value of information and communications technologies for a variety of business purposes when studying Tourism. Development of these skills is important for students during their education, their future careers, and their everyday lives. Becoming literate in this area involves using electronic tools, media, and equipment, as well as developing the knowledge and skills to solve problems effectively with these technologies.

## **Working with the Aboriginal Communities**

The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula. To address these topics in the classroom in a way that is accurate and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. Aboriginal communities are diverse in terms of language, culture, and available resources, and each community will have its own unique protocol to gain support for integration of local knowledge and expertise.

To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers, support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal Friendship Centres, and Métis or Inuit organizations.

In addition, teachers may wish to consult the various Ministry of Education publications available, including the Planning Your Program section of the resource, *Shared Learnings*. This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, Aboriginal peoples in BC. For more information about these documents, consult the Aboriginal Education web site: [www.bced.gov.bc.ca/abed/welcome.htm](http://www.bced.gov.bc.ca/abed/welcome.htm)

## **Copyright and Responsibility**

Copyright is the legal protection of literary, dramatic, artistic, and musical works; sound recordings; performances; and communications signals. Copyright provides creators with the legal right to be paid for their work and the right to say how their

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work is to be used. The law permits certain exceptions for schools (i.e., specific things permitted) but these are very limited, such as copying for private study or research. The copyright law determines how resources can be used in the classroom and by students at home. In order to respect copyright it is necessary to understand the law.



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# Prescribed Learning Outcomes

*Prescribed learning outcomes* are content standards for the provincial education system; they are the prescribed curriculum. They set out the required attitudes, skills, and knowledge – what students are expected to know and be able to do – by the end of the grade. Learning outcomes are clearly stated and expressed in measurable and observable terms.

Schools have the responsibility to ensure that all prescribed learning outcomes in this program guide are met; however, schools have flexibility in determining how program delivery can best take place.

## Wording of Prescribed Learning Outcomes

All learning outcomes complete the stem, “It is expected that students will...”

When used in a prescribed learning outcome, the word “**including**” indicates that any ensuing item **must be addressed**. Lists of items introduced by the word “including” represent a set of minimum requirements associated with the general requirement set out by the outcome. The lists are not necessarily exhaustive, however, and teachers may choose to address additional items that also fall under the general requirement set out by the outcome.

Conversely, the abbreviation “**e.g.**” (for example) in a prescribed learning outcome indicates that the ensuing items are provided for illustrative purposes or clarification, and are **not required**. Presented in parentheses, the list of items introduced by “e.g.” is neither exhaustive nor prescriptive, nor is it put forward in any special order of importance or priority. Teachers are free to substitute items of their own choosing that they feel best address the intent of the learning outcome.

## Domains of Learning

Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom’s taxonomy.

The **cognitive domain** deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain can be further specified as including three cognitive levels: knowledge, understanding, and application, and higher mental processes. These levels are determined by the verb used in the learning outcome, and illustrate how student learning develops over time.

- *Knowledge* includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena.
- *Understanding and application* represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation.

- 
- *Higher mental processes* include analysis, synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels.

The **affective domain** concerns attitudes, beliefs, and the spectrum of values and value systems.

The **psychomotor domain** includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.

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# Student Achievement

This section of the IRP contains information about classroom assessment and student achievement, including specific achievement indicators to assist teachers in assessing student performance in relation to each prescribed learning outcome. Also included in this section are key elements – descriptions of content that help determine the intended depth and breadth of prescribed learning outcomes.

## Classroom Assessment and Evaluation

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment evidence can be collected using a wide variety of methods, such as

- observation
- student self-assessments and peer assessments
- quizzes and tests (written, oral, practical)
- samples of student work
- projects
- oral and written reports
- journals and learning logs
- performance reviews
- portfolio assessments

Student performance is based on the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to prescribed learning outcomes.

Three major types of assessment can be used in conjunction with each other to support student achievement.

- Assessment **for** learning is assessment for purposes of greater learning achievement.
- Assessment **as** learning is assessment as a process of developing and supporting students' active participation in their own learning.
- Assessment **of** learning is assessment for purposes of providing evidence of achievement for reporting.

### Assessment for Learning

Classroom assessment for learning provides ways to engage and encourage students to become involved in their own day-to-day assessment – to acquire the skills of thoughtful self-assessment and to promote their own achievement.

This type of assessment serves to answer the following questions:

- What do students need to learn to be successful?
- What does the evidence of this learning look like?

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Assessment for learning is criterion-referenced, in which a student's achievement is compared to established criteria rather than to the performance of other students. Criteria are based on prescribed learning outcomes, as well as on suggested achievement indicators or other learning expectations.

Students benefit most when assessment feedback is provided on a regular, ongoing basis. When assessment is seen as an opportunity to promote learning rather than as a final judgment, it shows students their strengths and suggests how they can develop further. Students can use this information to redirect their efforts, make plans, communicate with others (e.g., peers, teachers, parents) about their growth, and set future learning goals.

Assessment for learning also provides an opportunity for teachers to review what their students are learning and what areas need further attention. This information can be used to inform teaching and create a direct link between assessment and instruction. Using assessment as a way of obtaining feedback on instruction supports student achievement by informing teacher planning and classroom practice.

### **Assessment as Learning**

Assessment as learning actively involves students in their own learning processes. With support and guidance from their teacher, students take responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.

Although assessment as learning is student-driven, teachers can play a key role in facilitating how this assessment takes place. By providing regular opportunities for reflection and self-assessment, teachers can help students develop, practise, and become comfortable with critical analysis of their own learning.

## Assessment of Learning

Assessment of learning can be addressed through summative assessment, including large-scale assessments and teacher assessments. These summative assessments can occur at the end of the year or at periodic stages in the instructional process.

Large-scale assessments, such as Foundation Skills Assessment (FSA) and Graduation Program exams, gather information on student performance throughout the province and provide information for the development and revision of curriculum. These assessments are used to make judgments about students' achievement in relation to provincial and national standards. There is no large-scale provincial assessment for Tourism 11 and 12.

Assessment <i>for</i> Learning	Assessment <i>as</i> Learning	Assessment <i>of</i> Learning
<p><b>Formative assessment</b> <i>ongoing in the classroom</i></p> <ul style="list-style-type: none"> <li>• teacher assessment, student self-assessment, and/or student peer assessment</li> <li>• criterion-referenced – criteria based on prescribed learning outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task</li> <li>• involves both teacher and student in a process of continual reflection and review about progress</li> <li>• teachers adjust their plans and engage in corrective teaching in response to formative assessment results</li> </ul>	<p><b>Formative assessment</b> <i>ongoing in the classroom</i></p> <ul style="list-style-type: none"> <li>• self-assessment</li> <li>• provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning</li> <li>• student-determined criteria based on previous learning and personal learning goals</li> <li>• students use assessment information to make adaptations to their learning process and to develop new understandings</li> </ul>	<p><b>Summative assessment</b> <i>occurs at end of year or at key stages</i></p> <ul style="list-style-type: none"> <li>• teacher assessment</li> <li>• may be either criterion-referenced (based on prescribed learning outcomes) or norm-referenced (comparing student achievement to that of others)</li> <li>• information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development)</li> <li>• used to make judgments about students' performance in relation to provincial standards</li> </ul>

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## Criterion-Referenced Assessment and Evaluation

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation in relation to prescribed curriculum requires that criteria be established based on the learning outcomes.

Criteria are the basis for evaluating student progress. They identify, in specific terms, the critical aspects of a performance or a product that indicates how well the student is meeting the prescribed learning outcomes. For example, weighted criteria, rating scales, or scoring guides (reference sets) are ways that student performance can be evaluated using criteria.

Wherever possible, students should be involved in setting the assessment criteria. This helps students develop an understanding of what high-quality work or performance looks like.

### Criterion-referenced assessment and evaluation may involve these steps:

- Step 1** Identify the prescribed learning outcomes and suggested achievement indicators (as articulated in this IRP) that will be used as the basis for assessment.
- Step 2** Establish criteria. When appropriate, involve students in establishing criteria.
- Step 3** Plan learning activities that will help students gain the attitudes, skills, or knowledge outlined in the criteria.
- Step 4** Prior to the learning activity, inform students of the criteria against which their work will be evaluated.
- Step 5** Provide examples of the desired levels of performance.
- Step 6** Conduct the learning activities.
- Step 7** Use appropriate assessment instruments (e.g., rating scale, checklist, scoring guide) and methods (e.g., observation, collection, self-assessment) based on the particular assignment and student.
- Step 8** Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.
- Step 9** Where appropriate, provide feedback and/or a letter grade to indicate how well the criteria are met.
- Step 10** Communicate the results of the assessment and evaluation to students and parents/guardians.

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## Key Elements

Key elements provide an overview of content in each curriculum organizer and suborganizer. They can be used to determine the expected depth and breadth of the prescribed learning outcomes.

## Achievement Indicators

To support the assessment of provincially prescribed curricula, this IRP includes sets of achievement indicators in relation to each learning outcome.

Achievement indicators, taken together as a set, define the specific level of attitudes demonstrated, skills applied, or knowledge acquired by the student in relation to a corresponding prescribed learning outcome. They describe what evidence to look for to determine whether or not a student has fully met the intent of the learning outcome. Since each achievement indicator defines only one aspect of the corresponding learning outcome, the entire set of achievement indicators should be considered when determining whether students have fully met the learning outcome.

In some cases, achievement indicators may also include suggestions as to the type of task that would provide evidence of having met the learning outcome (e.g., a constructed response such as a list, comparison, analysis, or chart; a product created and presented such as a report, drama presentation, poster, letter, or model; a particular skill demonstrated such as goal setting).

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the prescribed learning outcomes. Teachers are encouraged to modify and expand on these suggestions as required to address local needs.

The following pages contain the suggested achievement indicators corresponding to each prescribed learning outcome for the Tourism 11 and 12 curriculum. The achievement indicators are arranged by curriculum organizer and suborganizer for each grade; however, this order is not intended to imply a required sequence of instruction and assessment.

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# Tourism 11

## Key Elements

Introduction to Tourism	Positive Attitudes of the Tourism Professional
<p><i>The Tourism Industry</i></p> <ul style="list-style-type: none"> <li>• descriptions of tourism industry</li> <li>• components of the five industries of tourism</li> </ul> <p><i>The Importance of Tourism</i></p> <ul style="list-style-type: none"> <li>• sustainable tourism</li> </ul> <p><i>BC Tourism Geography</i></p> <ul style="list-style-type: none"> <li>• BC tourism regions</li> </ul>	<p><i>A Positive Attitude</i></p> <ul style="list-style-type: none"> <li>• a positive attitude and its relevance to tourism</li> </ul> <p><i>Responsibility</i></p> <ul style="list-style-type: none"> <li>• responsibility in the workplace</li> </ul> <p><i>Adaptability</i></p> <ul style="list-style-type: none"> <li>• adaptability in the workplace</li> </ul> <p><i>Willingness to Continuously Learn</i></p> <ul style="list-style-type: none"> <li>• continuous learning and its importance to the industry</li> </ul> <p><i>Providing Professional Service</i></p> <ul style="list-style-type: none"> <li>• provision of quality service to customers</li> </ul>
Transferable Skills of the Tourism Professional	Preparing to Succeed in the Tourism Industry
<p><i>Communication Skills</i></p> <ul style="list-style-type: none"> <li>• effective workplace communication</li> </ul> <p><i>Computer and Other Technology Skills</i></p> <ul style="list-style-type: none"> <li>• demonstration of required technology skills</li> </ul> <p><i>Managing Information Skills</i></p> <ul style="list-style-type: none"> <li>• information gathering for quality service</li> <li>• information organization, reference, and storage</li> <li>• effective information use</li> </ul> <p><i>Thinking Skills</i></p> <ul style="list-style-type: none"> <li>• decision-making and problem-solving skills in the workplace</li> </ul> <p><i>Working with Others</i></p> <ul style="list-style-type: none"> <li>• skills and attributes required for teamwork</li> <li>• team effectiveness</li> </ul>	<p><i>Job Search Skills</i></p> <ul style="list-style-type: none"> <li>• skills, education, and experience for success</li> </ul> <p><i>Charting a Career Path</i></p> <ul style="list-style-type: none"> <li>• career path in one tourism sector</li> </ul> <p><i>Skills Required of a Tourism Professional</i></p> <ul style="list-style-type: none"> <li>• demonstration of school, community, or workplace professional skills</li> </ul>

## Tourism 11 Unit 1: Introduction to Tourism

### Unit Overview

The purpose of this unit is to introduce students to the evolution of tourism and the five sectors of the tourism industry. Students will also be shown the importance of tourism in the local community, region, and British Columbia. Through a variety of activities, students will explore the concept of tourism and how it has evolved and the factors that influence its impact.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p><b><i>The Tourism Industry</i></b></p> <ul style="list-style-type: none"> <li>describe the tourism industry</li> </ul>	<ul style="list-style-type: none"> <li>define and describe the terms <i>tourist</i> and <i>tourism</i></li> <li>identify personal images and beliefs about tourists</li> <li>describe the factors that have influenced the evolution and trends of travel and tourism through history to present time</li> <li>describe what travel motivators are and how they affect destination selection and the selection of products and services</li> </ul>
<ul style="list-style-type: none"> <li>classify the components of the five industries of the tourism sector</li> </ul>	<ul style="list-style-type: none"> <li>identify the five tourism industries</li> <li>list examples of business operations within each of the five tourism industries</li> <li>describe what is meant by the “tourism sector network” showing the interrelationship of its industries</li> </ul>
<p><b><i>The Importance of Tourism</i></b></p> <ul style="list-style-type: none"> <li>explain the importance of tourism</li> </ul>	<ul style="list-style-type: none"> <li>describe why knowledge of the tourism sector is important to the tourism employee</li> <li>compare and contrast the features of domestic, inbound, and outbound tourism</li> <li>discuss the economic impact of tourism – local, regional, provincial, national, and global</li> <li>analyse the differences between business and personal travel</li> <li>describe the multiplier effect as it relates to tourism</li> </ul>
<ul style="list-style-type: none"> <li>describe the importance of sustainable tourism</li> </ul>	<ul style="list-style-type: none"> <li>state the guidelines for sustainable tourism</li> <li>identify ways that tourism becomes a force for peace and for preserving the environment</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>Tourism 11 Unit 1: Introduction to Tourism, cont.</i>	
<p><b><i>BC Tourism Geography</i></b></p> <ul style="list-style-type: none"> <li>• compare the BC tourism regions</li> </ul>	<ul style="list-style-type: none"> <li>• identify and compare the BC tourism regions in regards to               <ul style="list-style-type: none"> <li>– history</li> <li>– geography</li> <li>– attractions</li> <li>– special events</li> <li>– tourism amenities</li> <li>– First Nations history and culture</li> <li>– cultural diversity</li> <li>– travel routes</li> </ul> </li> <li>• analyse the factors affecting tourism in the local area, including:               <ul style="list-style-type: none"> <li>– facilities</li> <li>– infrastructures</li> <li>– tourism resources</li> <li>– regional marketing organizations</li> <li>– local marketing organizations</li> <li>– First Nations cultures and traditions</li> <li>– economic impact</li> </ul> </li> </ul>

## Tourism 11 Unit 2: Positive Attitudes of the Tourism Professional

### Unit Overview

Employers in the tourism sector have stated that positive attitudes are the foundation of the development of all other skills and knowledge needed for working in the tourism sector. In this unit positive attitude will be examined so that students will be able to identify what it looks like in action. The three other areas identified by industry as being closely connected to a positive attitude are responsibility, adaptability, and willingness to continuously learn. Students will also be introduced to the importance of providing professional service to customers with special needs as well as handling customer complaints.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p><b>A Positive Attitude</b></p> <ul style="list-style-type: none"> <li>• analyse the components of a positive attitude and its relevance to the tourism sector</li> </ul>	<ul style="list-style-type: none"> <li>• explain why a positive attitude is important in the tourism sector</li> <li>• describe how the positive attitude of a tourism professional benefits the employee, company, community, and industry               <ul style="list-style-type: none"> <li>– make a statement about how they will demonstrate a (more) positive attitude</li> </ul> </li> <li>• give examples of behaviours that show self-esteem and confidence               <ul style="list-style-type: none"> <li>– list situations where they have demonstrated self-esteem and confidence</li> </ul> </li> <li>• describe professional appearance               <ul style="list-style-type: none"> <li>– identify the impact of first impressions on customers</li> </ul> </li> <li>• give examples of behaviours that show respect for others               <ul style="list-style-type: none"> <li>– list situations where they have demonstrated respect for others</li> </ul> </li> <li>• give examples of behaviours that show honesty and ethical behaviour in the tourism sector               <ul style="list-style-type: none"> <li>– list situations where they have demonstrated honesty and ethical behaviour, for example:                   <ul style="list-style-type: none"> <li>- maintain confidentiality</li> <li>- avoid gossip</li> <li>- do not steal items or time from employer</li> <li>- discuss workplace issues privately</li> </ul> </li> </ul> </li> <li>• give examples of behaviours that show initiative               <ul style="list-style-type: none"> <li>– list situations where they have demonstrated initiative</li> </ul> </li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>Tourism 11 Unit 2: Positive Attitudes of the Tourism Professional, cont.</i>	
<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>explain what is meant by responsibility in the tourism workplace</li> </ul>	<ul style="list-style-type: none"> <li>describe the consequences of being responsible and irresponsible               <ul style="list-style-type: none"> <li>list how they can demonstrate responsibility</li> </ul> </li> <li>describe what organizational and planning skills are               <ul style="list-style-type: none"> <li>demonstrate organizational and planning skills, for example:                   <ul style="list-style-type: none"> <li>create “to do” lists</li> <li>be punctual</li> <li>use time management strategies</li> </ul> </li> </ul> </li> <li>describe what it means to be accountable for one’s actions in the workplace               <ul style="list-style-type: none"> <li>outline ways that they can show they are accountable for their actions</li> </ul> </li> <li>explain what managing risk means</li> <li>outline ways that they can manage risks, for example:               <ul style="list-style-type: none"> <li>recognize that risks might occur</li> <li>predict possible consequences of risks</li> <li>manage factors within one’s control</li> </ul> </li> <li>describe the importance of meeting health requirements when working with people in the tourism sector</li> </ul>
<p><b>Adaptability</b></p> <ul style="list-style-type: none"> <li>explain what is meant by adaptability in the tourism workplace</li> </ul>	<ul style="list-style-type: none"> <li>describe how they can be responsive to change</li> <li>describe how they can learn from mistakes</li> <li>recognize the value of multi-tasking and strive for efficiencies within own strengths and limitations</li> <li>examine the effects of stress on health and ability to do one’s work               <ul style="list-style-type: none"> <li>explain how they could use methods such as calming techniques, time management, and humour to reduce stress</li> </ul> </li> </ul>
<p><b>Willingness to Continuously Learn</b></p> <ul style="list-style-type: none"> <li>evaluate what is meant by continuous learning and its importance to the tourism sector</li> </ul>	<ul style="list-style-type: none"> <li>describe the importance of ongoing personal and professional development as it relates to career advancement</li> <li>identify ways that they can show they are willing to learn</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>Tourism 11 Unit 2: Positive Attitudes of the Tourism Professional, cont.</i>	
<p><i>Providing Professional Service</i></p> <ul style="list-style-type: none"> <li>describe what the <i>desire</i> to provide quality service to customers means</li> </ul>	<ul style="list-style-type: none"> <li>discuss the behaviours people exhibit when they desire to provide quality service</li> </ul>
<ul style="list-style-type: none"> <li>identify the features of good customer service</li> </ul>	<ul style="list-style-type: none"> <li>describe why providing professional service is important</li> <li>identify guests with special needs</li> <li>list the considerations for serving customers with special needs</li> <li>describe ways to communicate with non-English speaking customers</li> </ul>
<ul style="list-style-type: none"> <li>follow the steps in handling a customer concern or complaint</li> </ul>	<ul style="list-style-type: none"> <li>describe the importance of handling complaints quickly and effectively</li> <li>identify different types of complainers</li> <li>state several reasons why customers complain</li> <li>state several reasons why customers do not complain</li> <li>outline the benefits of properly handling difficult situations</li> </ul>
<ul style="list-style-type: none"> <li>follow the steps in handling abusive customers</li> </ul>	<ul style="list-style-type: none"> <li>explain how dissatisfied customers may become abusive</li> <li>identify strategies for staying calm when dealing with an abusive customer</li> </ul>

## Tourism 11 Unit 3: Transferable Skills of the Tourism Professional

### Unit Overview

Students will be given the opportunity to develop and practise the following transferable skills: communication skills, computer skills, information management skills, thinking skills, and the ability to work with others. These skills, along with the attitudes identified in Unit 2, form the foundation required for employment in the tourism sector. By using a project format for this unit, students will have the opportunity to see how these skills and attitudes come together and are interdependent on each other.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>• demonstrate principles of effective communication required in the tourism sector</li> </ul>	<ul style="list-style-type: none"> <li>• explain why communication skills are important to the tourism sector</li> <li>• read text for a purpose</li> <li>• identify forms of effective business communication</li> <li>• communicate by using documents found in the tourism sector</li> <li>• communicate by writing               <ul style="list-style-type: none"> <li>– compose efficient, effective written business communications</li> </ul> </li> <li>• communicate verbally               <ul style="list-style-type: none"> <li>– demonstrate speaking skills:                   <ul style="list-style-type: none"> <li>- organized</li> <li>- concise message</li> <li>- clear pronunciation</li> <li>- appropriate words for audience</li> <li>- correct grammar</li> <li>- appropriate volume and tone</li> </ul> </li> <li>– identify ways to communicate with non-English speaking visitors</li> <li>– demonstrate steps in planning an effective oral presentation</li> <li>– demonstrate oral presentation skills</li> </ul> </li> <li>• demonstrate listening skills</li> <li>• communicate nonverbally</li> <li>• use communication tools, e.g., use the telephone, e-mail, and log book</li> </ul>
<p><b>Computer and Contemporary Technology Skills</b></p> <ul style="list-style-type: none"> <li>• demonstrate computer and other technology skills required in the tourism sector</li> </ul>	<ul style="list-style-type: none"> <li>• describe the importance of computers and technology to the tourism sector</li> <li>• perform basic computer functions using common software programs</li> <li>• describe the purposes of, and demonstrate the use of (where possible), industry-specific software</li> <li>• demonstrate willingness to learn/update computer and other technical knowledge required for work in the tourism sector</li> <li>• operate equipment only as specified in manufacturer’s manuals</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>Tourism 11 Unit 3: Transferrable Skills of the Tourism Professional, cont.</i>	
<p><b>Managing Information Skills</b></p> <ul style="list-style-type: none"> <li>gather information appropriate to providing quality service</li> </ul> <hr/> <ul style="list-style-type: none"> <li>organize and store information collected for future reference</li> </ul> <hr/> <ul style="list-style-type: none"> <li>use information gathered</li> </ul>	<ul style="list-style-type: none"> <li>discuss the importance of information management skills</li> <li>identify when and why information is needed to provide quality service</li> <li>determine what information is applicable and reliable in providing quality service</li> <li>identify appropriate sources for retrieving information in the tourism sector</li> <li>describe the purposes of, and demonstrate the use of (where possible), a variety of tourism-related Internet websites</li> </ul> <hr/> <ul style="list-style-type: none"> <li>use computers or a filing system for saving and holding information collected</li> <li>sort the information into categories for easy retrieval</li> </ul> <hr/> <ul style="list-style-type: none"> <li>access and retrieve previously stored information to apply to new situations</li> <li>share information with appropriate people</li> </ul>
<p><b>Thinking Skills</b></p> <ul style="list-style-type: none"> <li>discuss how decision making and problem solving occur in the tourism workplace</li> </ul> <hr/> <ul style="list-style-type: none"> <li>explain how a workplace problem can be solved</li> </ul>	<ul style="list-style-type: none"> <li>discuss the importance of thinking skills in the tourism workplace</li> <li>outline the steps in the decision making process <ul style="list-style-type: none"> <li>assess situations to identify options and their advantages and disadvantages</li> <li>use information management skills to research options and possible solutions</li> <li>assess the consequences of a decision</li> </ul> </li> <li>outline the steps in the problem solving process <ul style="list-style-type: none"> <li>assess the situation</li> <li>determine if problem is within area of authority</li> <li>follow-up</li> </ul> </li> </ul> <hr/> <ul style="list-style-type: none"> <li>describe a workplace problem</li> <li>identify a person with whom it could or should be discussed</li> <li>seek out appropriate information to apply to the problem</li> <li>provide a solution</li> <li>discuss the possible consequences</li> </ul>
<p><b>Working with Others</b></p> <ul style="list-style-type: none"> <li>demonstrate the skills and attributes required to function as part of a team</li> </ul> <hr/> <ul style="list-style-type: none"> <li>assess their ability to work with others and the team's effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>describe the importance of working with others in the tourism sector</li> <li>describe the characteristics of an effective team in the workplace</li> <li>describe what a "team player" does in the workplace</li> </ul> <hr/> <ul style="list-style-type: none"> <li>give an example of a personal role in working with a team</li> <li>using a set of characteristics of effective teams, judge their performance against the items on the list</li> </ul>



## Tourism 11 Unit 4: Preparing to Succeed in the Tourism Industry

### Unit Overview

The purpose of this unit is to assist students in preparing professional resumés and portfolios that reflect the transferable skills required by the tourism sector. Students will have been introduced to some of this content earlier, but the new focus should be on developing job search skills as an ongoing part of professional development and mobility within industry. Students also need to be able to focus on creating resumés and portfolios that reflect transferable skills as well as chart a career path in an area of interest in tourism.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p><b>Job Search Skills</b></p> <ul style="list-style-type: none"> <li>analyse the skills, education, and experience needed to succeed in the tourism sector</li> </ul>	<ul style="list-style-type: none"> <li>explain the importance of job search skills in the diverse tourism sectors</li> <li>identify importance of committing time and energy to job search</li> <li>identify personal needs and preferences in relation to a job</li> <li>analyse current personal readiness for employment in tourism</li> <li>identify the transferable skills they have to offer employers</li> </ul>
<p><b>Charting a Career Path</b></p> <ul style="list-style-type: none"> <li>chart a career path in one tourism industry</li> </ul>	<ul style="list-style-type: none"> <li>identify possible career paths and opportunities in various tourism sector industries               <ul style="list-style-type: none"> <li>analyse the growth potential of the tourism sector and the resulting opportunities for career advancement</li> <li>describe the various positions in a selected industry</li> <li>describe the skills necessary to climb the ladder in a chosen tourism industry</li> <li>describe the training required for a chosen career path</li> </ul> </li> </ul>
<p><b>Skills Required of a Tourism Professional</b></p> <ul style="list-style-type: none"> <li>use a portfolio to document the skills required of a tourism professional that they have demonstrated in school, community, or workplace settings</li> </ul>	<ul style="list-style-type: none"> <li>identify the purpose of developing a portfolio</li> <li>identify the components of a portfolio</li> <li>prepare a portfolio emphasizing acquired skills and experience applicable to the tourism sector</li> <li>create a professional resumé suitable for the tourism workplace</li> </ul>

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# Tourism 12

## Key Elements

Travel Planning	Tourism Operations
<p><i>Tourist Destinations</i></p> <ul style="list-style-type: none"> <li>trends and global events influencing the tourism industry</li> <li>preparation for a trip abroad</li> </ul> <p><i>Tourism Products</i></p> <ul style="list-style-type: none"> <li>geography and the impact on travel</li> <li>multi-day package tours</li> </ul> <p><i>First Nations Role in BC's Tourism Sector</i></p> <ul style="list-style-type: none"> <li>BC First Nations cultures and traditions within BC's tourism industry</li> </ul>	<p><i>Operating Systems</i></p> <ul style="list-style-type: none"> <li>characteristics of effective operating systems in tourism</li> </ul> <p><i>Organizational Structures</i></p> <ul style="list-style-type: none"> <li>structure, relationships, and duties within a tourism sector</li> </ul> <p><i>Valuing Safety</i></p> <ul style="list-style-type: none"> <li>safety in the workplace</li> <li>workplace health and safety rights and responsibilities for employers, supervisors, and workers</li> <li>hazards in the workplace</li> </ul> <p><i>Security and Responding to Emergencies</i></p> <ul style="list-style-type: none"> <li>security procedures in the workplace</li> </ul>
The Business of Tourism	Tourism Industry Experience
<p><i>Numeracy Skills</i></p> <ul style="list-style-type: none"> <li>numeracy tasks and required skills</li> <li>common methods of customer payments</li> <li>inventory control processes</li> </ul> <p><i>Company Policies and Legislation</i></p> <ul style="list-style-type: none"> <li>legislation pertaining to employment</li> </ul> <p><i>Entrepreneurship</i></p> <ul style="list-style-type: none"> <li>characteristics of entrepreneurs</li> <li>personal suitability for entrepreneurship</li> </ul> <p><i>Promoting the Tourism Industry</i></p> <ul style="list-style-type: none"> <li>employee's role in promotion of tourism</li> </ul>	<p><i>Preparation for tourism industry experience</i></p> <ul style="list-style-type: none"> <li>use their job search skills for work experience placements</li> </ul> <p><i>Community-based Application of Attitudes, Skills, and Tourism Knowledge</i></p> <ul style="list-style-type: none"> <li>positive attitudes and transferable skills required of professionals</li> <li>thinking skills and problem solving in the workplace</li> <li>knowledge required in the profession</li> <li>safe work practices in the workplace</li> </ul> <p><i>Reflection on tourism industry experience</i></p> <ul style="list-style-type: none"> <li>impact of work experience on career plans</li> </ul>

## Tourism 12 Unit 1: Travel Planning

### Unit Overview

Tourism is a major sector in Canada and around the world. Students will set their sights on global tourism destinations and plan package tours to some of those destinations. They will analyse how events and trends can impact travel and the tourism sector and how factors such as geography attract people to certain locations. They will study the First Nations cultural tourism picture in BC and examine the important role it plays in the provincial tourism sector.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p><b>Tourist Destinations</b></p> <ul style="list-style-type: none"> <li>• analyse the trends and global events that influence the tourism sector</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• research and design a major trip to a country outside Canada</li> </ul>	<ul style="list-style-type: none"> <li>• identify major world tourist destinations</li> <li>• analyse how travel motivators influence destination selection</li> <li>• identify the features that attract visitors to destinations</li> <li>• describe the role of different levels of government in maintaining and encouraging tourism</li> <li>• analyse the effects of marketing on visitors</li> <li>• discuss the economic benefits of tourism on the local community</li> <li>• examine trends and how they affect four or more industries of the tourism sector</li> <li>• analyse the impact of current global events on tourism markets</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• use research and information management skills to identify, collect, and document information required for planning a trip outside Canada               <ul style="list-style-type: none"> <li>– identify the information and documentation required by international travellers</li> <li>– suggest travel alternatives</li> <li>– describe language, customs and culture, currency, food in the country of choice</li> <li>– identify three major cities or regions and local tourist attractions</li> </ul> </li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>Tourism 12 Unit 1: Travel Planning, cont.</i>	
<p><b><i>Tourism Products</i></b></p> <ul style="list-style-type: none"> <li>describe the impact geography has on travellers</li> </ul> <hr/> <ul style="list-style-type: none"> <li>design a multi-day package tour</li> </ul>	<ul style="list-style-type: none"> <li>identify the different provinces of Canada and what each has to offer the tourist</li> <li>identify the Pacific Rim countries and what each has to offer the tourist</li> </ul> <hr/> <ul style="list-style-type: none"> <li>analyse typical package tours and how they meet different customer interests <ul style="list-style-type: none"> <li>identify package tour options, for example, those that focus on cruises, sports, culture</li> </ul> </li> <li>identify the contents of a package tour, for example, accommodations, length of stay, meals</li> <li>create a brochure or mini trade fair to market a package tour to a specific group</li> </ul>
<p><b><i>First Nations Role in BC's Tourism Industry</i></b></p> <ul style="list-style-type: none"> <li>analyse how BC First Nations cultures and traditions have a role in BC's tourism sector</li> </ul>	<ul style="list-style-type: none"> <li>identify common elements and values that contribute to the First Nations culture</li> <li>review and understand the terminology related to First Nations culture</li> <li>identify the range of First Nations cultural tourism activities</li> <li>discuss the benefits and drawbacks involved with the development of First Nations cultural tourism</li> </ul>

## Tourism 12 Unit 2: Tourism Operations

### Unit Overview

In order for students to understand the role they might play as an employee in a tourism workplace, they should understand how various systems work and how the parts are interconnected. Students will review the various types of organizational structures and focus on one example of a hotel or food service operation.

Valuing safety, dealing with security issues, and responding to emergencies are part of this unit because proper responses are dependent upon employees being fully informed, communicating with co-workers, and knowing how to respond within the organizational structure of the organization.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p><b>Operating Systems</b></p> <ul style="list-style-type: none"> <li>analyse characteristics of effective operating systems in a number of the five industries of the tourism sector</li> </ul>	<ul style="list-style-type: none"> <li>describe the characteristics of an effective operating system</li> <li>explain the interdependence of departments within an organization</li> <li>identify the methods of communication among the components of the organization's operating system</li> <li>explain the effects of communication breakdown</li> </ul>
<p><b>Organizational Structures</b></p> <ul style="list-style-type: none"> <li>chart the organizational structure and describe departmental relationships and duties within one tourism industry</li> </ul>	<ul style="list-style-type: none"> <li>identify the different types of hotel/motel management</li> <li>classify hotels and motels according to their use, location, and cost</li> <li>classify room types</li> <li>identify various types of rates</li> <li>demonstrate reservation and registration procedures</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>describe the basic operations of a small food service operation</li> <li>practise safe and sanitary food handling methods</li> <li>examine menus, portion control, food choices, table settings</li> <li>practise techniques for dining services</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>Tourism 12 Unit 2: Tourism Operations, cont.</i>	
<p><b>Valuing Safety</b></p> <ul style="list-style-type: none"> <li>explain what it means to <i>value</i> safety in the tourism workplace</li> </ul>	<ul style="list-style-type: none"> <li>describe how to keep the worksite safe</li> <li>identify workplace traffic guidelines</li> <li>identify safe lifting, pulling, and pushing practices</li> <li>identify WHIMIS hazard symbols</li> <li>analyse a Material Safety Data Sheet (MSDS)</li> <li>make a statement about their personal decision to work safely</li> </ul>
<ul style="list-style-type: none"> <li>describe workplace health and safety rights and responsibilities of employers, supervisors, and workers in the tourism workplace</li> </ul>	<ul style="list-style-type: none"> <li>identify sections of the <i>Employment Standards Act</i> that relate to safety issues</li> <li>examine the Workers Compensation Guide for Young Workers Package</li> </ul>
<ul style="list-style-type: none"> <li>recognize potential hazards in the tourism workplace</li> </ul>	<ul style="list-style-type: none"> <li>suggest examples of potential hazards in the home, school, community, and workplace</li> <li>discuss what precautions can be taken to prevent these potential hazards from becoming disasters for themselves or others and how they could keep a worksite safe</li> </ul>
<p><b>Security and Responding to Emergencies</b></p> <ul style="list-style-type: none"> <li>identify security procedures that are found in the tourism workplace</li> </ul>	<ul style="list-style-type: none"> <li>identify security and emergency problems</li> <li>identify fire safety information and symbols for common classes of fire</li> <li>list the steps in preparing for emergencies</li> <li>list the steps in responding to emergencies</li> </ul>

## Tourism 12 Unit 3: The Business of Tourism

### Unit Overview

This unit introduces students to the importance of numeracy skills in the tourism workplace. The purpose of this section is not to run a math class, but to help students see how numeracy skills are required and applied in typical tourism workplaces and obtain some practice in using these transferable skills in the classroom. Students will also be introduced to a wide variety of company policies and procedures that they will be expected to follow in order to meet the expectations of tourism businesses. Finally students will be introduced to the concept of entrepreneurship as it relates to the tourism sector and have a look at how transferable skills align with those of entrepreneurs.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p><b>Numeracy Skills</b></p> <ul style="list-style-type: none"> <li>• perform tasks requiring numeracy skills in the tourism sector</li> </ul>	<ul style="list-style-type: none"> <li>• explain why numeracy skills are important in the tourism sector</li> <li>• give examples of each type of numeracy skill that is used in the tourism sector:               <ul style="list-style-type: none"> <li>– money math</li> <li>– numerical estimations</li> <li>– scheduling or budgeting and accounting math</li> <li>– measurement and calculation math</li> <li>– data analysis math</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• demonstrate common methods of receiving customer payments</li> </ul>	<ul style="list-style-type: none"> <li>• process various forms of customer payments               <ul style="list-style-type: none"> <li>– enter amounts into cash register</li> <li>– receive payments</li> <li>– make change</li> <li>– total accounts and bills</li> <li>– handle foreign currency</li> <li>– calculate prices using formulae</li> <li>– balance daily cash</li> <li>– calculate tips to other staff members</li> <li>– process cash payments</li> <li>– process traveller’s cheques</li> <li>– process credit/debit card payments</li> <li>– process tabs and accounts</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• describe the inventory control process</li> </ul>	<ul style="list-style-type: none"> <li>• define what inventory is</li> <li>• identify reasons for inventory control</li> </ul>



Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>Tourism 12 Unit 3: The Business of Tourism, cont.</i>	
<p><b><i>Company Policies and Legislation</i></b></p> <ul style="list-style-type: none"> <li>illustrate what is meant by “meeting the expectations of the workplace”</li> </ul>	<ul style="list-style-type: none"> <li>explain what employers expect of employees</li> <li>explain employer standards</li> <li>discuss how employees can strive to provide quality products and services that meet or exceed company standards</li> <li>explain what it means to be conscientious</li> </ul>
<ul style="list-style-type: none"> <li>assess the importance of legislation pertaining to employment in the tourism sector</li> </ul>	<ul style="list-style-type: none"> <li>list and describe company policies for staff conduct</li> <li>demonstrate awareness of legal rights and responsibilities</li> <li>analyse liability issues found in the tourism sector</li> </ul>
<p><b><i>Entrepreneurship</i></b></p> <ul style="list-style-type: none"> <li>analyse the characteristics of successful entrepreneurs</li> </ul>	<ul style="list-style-type: none"> <li>compare and contrast the differences between managers and entrepreneurs</li> <li>compare the skills of successful entrepreneurs with transferable skills</li> <li>identify the spirit of entrepreneurship in the local tourism sector</li> </ul>
<ul style="list-style-type: none"> <li>analyse personal interest in and suitability for entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>describe the risks and rewards of entrepreneurship</li> <li>describe personal entrepreneurial characteristics</li> <li>report on own strengths and interest in becoming an entrepreneur</li> </ul>
<p><b><i>Promoting the Tourism Industry</i></b></p> <ul style="list-style-type: none"> <li>describe the employee’s role in promoting tourism</li> </ul>	<ul style="list-style-type: none"> <li>explain why it is important to promote the tourism sector and the company</li> <li>explain the importance of company and product knowledge <ul style="list-style-type: none"> <li>identify sources of tourism information</li> <li>identify required company knowledge</li> <li>list ways to promote products and services in the area, zone/ region, province, and country</li> <li>list ways to promote the products and service of the company</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>promote the tourism sector and the company</li> </ul>	<ul style="list-style-type: none"> <li>describe three selling techniques: <ul style="list-style-type: none"> <li>suggestive selling</li> <li>up-selling</li> <li>cross-selling</li> </ul> </li> <li>demonstrate selling techniques</li> </ul>

## Tourism 12 Unit 4: Tourism Industry Experience

### Unit Overview

Students must be given the opportunity to practise and demonstrate their skills, attitudes, and tourism knowledge in workplace settings. In keeping with ministry work experience courses, the goals for Tourism Industry Experience should help students

- connect what they learn in the classroom with the skills, knowledge, and attitudes needed in the workplace
- gain the knowledge, skills, and attitudes needed to be successful in the world of work
- develop job readiness skills for specific occupations and careers
- understand the similarities and differences in behaviour standards between the workplace and school

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p><b><i>Preparation for Tourism Industry Experience</i></b></p> <ul style="list-style-type: none"> <li>• use job search skills for work experience placements</li> </ul>	<ul style="list-style-type: none"> <li>• commit time and energy to the job search</li> <li>• use professional resumés as part of the work experience placement process</li> </ul>
<p><b><i>Community-based Application of Attitudes, Skills, and Tourism Knowledge</i></b></p> <ul style="list-style-type: none"> <li>• demonstrate the positive attitudes required of the tourism professional</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate positive attitudes such as               <ul style="list-style-type: none"> <li>– self-esteem and confidence</li> <li>– professional appearance</li> <li>– respect for others</li> <li>– honesty and ethical behaviour</li> <li>– confidentiality</li> <li>– initiative</li> </ul> </li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>Tourism 12 Unit 4: Tourism Industry Experience, cont.</i>	
<ul style="list-style-type: none"> <li>• demonstrate the transferable skills required of the tourism professional</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate responsibility, including               <ul style="list-style-type: none"> <li>– accountability for actions</li> <li>– punctuality</li> <li>– managing risk</li> <li>– maintaining clean, tidy, and organized work environment</li> </ul> </li> <li>• demonstrate adaptability, including               <ul style="list-style-type: none"> <li>– being responsive to change</li> <li>– learning from mistakes</li> <li>– multi-tasking</li> <li>– stress management</li> </ul> </li> <li>• show a willingness to continuously learn</li> <li>• demonstrate communication skills, including               <ul style="list-style-type: none"> <li>– reading</li> <li>– writing</li> <li>– verbal/speaking skills</li> <li>– listening</li> <li>– nonverbal communication skills</li> <li>– presentation skills</li> <li>– communication tools (e.g., telephone, e-mail, logbook)</li> </ul> </li> <li>• demonstrate computer skills, including industry software</li> <li>• perform tasks requiring numeracy skills, including               <ul style="list-style-type: none"> <li>– customer payments</li> <li>– inventory control</li> </ul> </li> <li>• manage information skills</li> <li>• use teamwork skills</li> <li>• serve customers with special needs</li> </ul>
<ul style="list-style-type: none"> <li>• apply the thinking skills of decision making and problem solving in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• describe decisions made within area of authority</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>Tourism 12 Unit 4: Tourism Industry Experience, cont.</i>	
<ul style="list-style-type: none"> <li>utilize the tourism knowledge required of the tourism professional</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate their knowledge about tourism, including               <ul style="list-style-type: none"> <li>knowledge of the five tourism industries</li> <li>sustainable tourism guidelines</li> <li>the economic impact of tourism</li> <li>factors affecting tourism in the local area</li> <li>organizational structures in the tourism industry where they will be working</li> <li>how to promote the tourism sector</li> <li>use selling techniques (e.g., suggestive selling, up-selling, cross-selling)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>demonstrate knowledge of safe work practices in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate safe work practices, including               <ul style="list-style-type: none"> <li>workplace traffic guidelines</li> <li>safe lifting, pulling, and pushing practices</li> <li>knowledge of WHIMIS hazard symbols</li> <li>use of a Material Safety Data Sheet (MSDS)</li> <li>knowledge of security and emergency problems</li> <li>knowledge of fire safety information such as fire exits, alarms, and first-response personnel</li> <li>knowledge of symbols for common classes of fire</li> <li>the steps in preparing for emergencies</li> <li>the steps in responding to emergencies</li> <li>health and safety issues such as ergonomics, air quality, work space</li> </ul> </li> </ul>
<p><i>Reflection on Tourism Industry Experience</i></p> <ul style="list-style-type: none"> <li>analyse the impact of work experience on their career plans</li> </ul>	<ul style="list-style-type: none"> <li>update Portfolio emphasizing acquired skills and experience</li> <li>identify opportunities of interest to support their career</li> </ul>

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# Learning Resources

This section contains titles, descriptions, and ordering information for the recommended learning resources for Tourism 11 and 12.

## **What Are Recommended Learning Resources?**

Recommended learning resources are resources that have undergone a provincial evaluation process using teacher evaluators and have Minister's Order granting them provincial recommended status. These resources may include print, video, software and CD-ROMs, games and manipulatives, and other multimedia formats. They are generally materials suitable for student use, but may also include information aimed primarily at teachers.

Information about the recommended resources is available in the Tourism 11 and 12 Program Guide Recommended Learning Resources section.

## **How Can Teachers Choose Learning Resources to Meet Their Classroom Needs?**

Teachers must use either:

- provincially recommended resources  
OR
- resources that have been evaluated through a local, board-approved process

Prior to selecting and purchasing new learning resources, an inventory of resources that are already available should be established through consultation with the school and district resource centres. The ministry also works with school districts to negotiate cost-effective access to various learning resources.

## **What Are the Criteria Used to Evaluate Learning Resources?**

The Ministry of Education facilitates the evaluation of learning resources that support BC curricula, and that will be used by teachers and/or students for instructional and assessment purposes. Evaluation criteria focus on content, instructional design, technical considerations, and social considerations.

Additional information concerning the review and selection of learning resources is available from the ministry publication, *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2002)  
[www.bced.gov.bc.ca/irp/resdocs/esm\\_guide.pdf](http://www.bced.gov.bc.ca/irp/resdocs/esm_guide.pdf)

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### **What Funding is Available for Purchasing Learning Resources?**

As part of the selection process, teachers should be aware of school and district funding policies and procedures to determine how much money is available for their needs. Funding for various purposes, including the purchase of learning resources, is provided to school districts. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

### **What Kinds of Resources Are Found in the Recommended Learning Resources List?**

Recommended learning resources information within the following grid indicates the media format and the links to the curriculum organizers and suborganizers. Each grid is followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information. Most suppliers maintain web sites that are easy to access.

# Tourism11-12 Program Guide

## Recommended Learning Resources

Spring 2006	Grade 11			
Comprehensive Resources	Introduction to Tourism	Positive Attitudes of the Tourism Professional	Transferrable Skills of the Tourism Professional	Preparing to Succeed in the Tourism Sector
<i>Tourism and Travel Focus, 6th Edition, A Guide to Canada's Tourism Industry and its Careers, Veronica Timmons</i>	✓	✓	✓	✓
<i>Tourism Essentials, emerit</i>		✓	✓	✓
<b>Additional Resources – Print and Media</b>				

Spring 2006	Grade 12			
Comprehensive Resources	Travel Planning	Tourism Operations	The Business of Tourism	Tourism Industry Experience
<i>Tourism and Travel Focus, 6th Edition, A Guide to Canada's Tourism Industry and its Careers. Veronica Timmons</i>		✓	✓	✓
<i>Tourism Essentials, emerit</i>		✓	✓	✓
<b>Additional Resources – Print and Media</b>				

✓ Indicates support for the majority of the learning outcomes within the curriculum organizer.



**Tourism and Travel Focus**  
**A Guide to Canada's Tourism Industry**  
**and its Careers, 6th Edition**

**General Description:**

This comprehensive B/W, soft cover book of 290 pages provides students with a balance between necessary theoretical information, general knowledge and relevant activities to support their studies in tourism.

Students benefit from the many Canadian dimensions within this resource. It presents a multi-cultural image of the country by highlighting the scope of job opportunities shown across Canada in many tourism sectors. There is a significant focus on career path exploration, including 'Focus On' sections that review specific job tasks. Much of the information encourages students to think and later, operate outside of the classroom.

The book is well laid-out, follows a logical sequence and presents the concepts in a clear way. The content provides good coverage of basic theory, an introduction to economic thinking, principles of business and case studies to ensure students are exposed to the characteristics of the varied sectors. There are extensive photographs, line drawings and schematics, diagrams and samples, e.g., restaurant menus.

The content is extensive and teachers need to be aware that the level of depth and coverage in the resource may require delivery over both years of the program. Effective delivery will require teachers to assess the chapters and determine specific relevance for any stage of their implementation. The book has a comprehensive glossary of contemporary industry terms.

**Audience:** General

**Category:** Student, Teacher Resource

**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	✓

**COMPREHENSIVE**

**Curriculum Organizers:**

- Introduction to Tourism
- Positive Attitudes of the Tourism Professional
- Transferrable Skills of the Tourism Professional
- Preparing to Succeed in the Tourism Sector
- Tourism Operations
- The Business of Tourism
- Tourism Industry Experience

**Grade Level:** 11-12

**Supplier:** Gateway Publications Inc.  
 5792 Thomas Road  
 Denman Island, BC V0R 1T0

**ISBN:** 0-9696793-43

**Author:** Veronica Timmons  
 Copyright 2002





## Tourism Essentials

### General Description:

This is a comprehensive print package of tourism resource information designed to meet the needs of an audience that wishes to understand the standards within the tourism industry and achieve a level of certification.

The TOURISM ESSENTIALS series are soft cover B/W books consisting of;

- a trainer’s guide -170 pages
- a trainee workbook - 268 pages
- a trainee workbook - 100 pages with an answer key

The content is well laid-out, follows a logical sequence and presents the knowledge, skill expectations, concepts and training tasks in a clear way. The workbook and trainer’s guide have an integrated visual design and teacher lesson plans are linked to broad learning goals. They provide a balance between theoretical information and required knowledge for students. There is emphasis on the value of safety in the workplace, which is a component of the certification process.

Students can benefit from the pan-Canadian dimensions within these resources. Many of the core concepts and workplace applications have portability and the authors have developed student self-tracking and evaluation strategies.

The range of topics is extensive and teachers need to be aware that most of the content is targeted on student’s achieving a level of certification. Teachers will need to use their expertise to deliver this information within useful contexts, balancing this information with engaging learning experiences over both years. Teachers will need to support student-level learning activities within the resource content by supplementing participatory tasks. Although this resource covers essentials of tourism training in Canada, it may require teachers to find supplementary materials to give additional BC specific content with either regional or local focus. Teachers will need to have students address industry trends, current issues and elements of entrepreneurship.

The content highlights correct ‘tourism’ attitudes, appropriate skills and offers extensive additional information. It is accepted across the country as the CTHRC level 1 entry skill package for this industry.

Topics address a full range of expected student Portfolio Aspects, methods to encourage students to gain experience outside of the classroom and presents ways to engage students in continuous learning within a ‘self development plan’.

**Audience:** General

**Category:** Student, Teacher Resource

### Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	✓

### COMPREHENSIVE

### Curriculum Organizers:

- Positive Attitudes of the Tourism Professional
- Transferrable Skills of the Tourism Professional
- Preparing to Succeed in the Tourism Sector
- Tourism Operations
- The Business of Tourism
- Tourism Industry Experience

**Grade Level:** 11-12

**Supplier:** Canadian Tourism Human Resources Council  
151 Slater Street, Suite 60B  
Ottawa, Ontario K1P 5H3  
Online - info@cthrc.ca  
Web site - www.emerit.ca

