

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION D: INTRODUCTORY LEVEL

The following pages define the curriculum and assessment standards for the introductory level of Tourism Studies.

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

Module learner expectations define the competencies a student must demonstrate to achieve success in a module. Assessment standards define the criteria and conditions to be used for assessing the competencies defined in the module learner expectations.

Specific learner expectations provide a detailed framework for instruction to help students build the competencies defined in the module learner expectations. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

Module TOU1010: The Tourism Industry.....	D.3
Module TOU1020: People & Places	D.7
Module TOU1030: Quality Guest Service	D.11
Module TOU1040: The Food Sector	D.15
Module TOU1050: The Accommodation Sector.....	D.19
Module TOU1060: The Travel Sector.....	D.23
Module TOU1070: The Attractions Sector	D.27

MODULE TOU1010: THE TOURISM INDUSTRY

Level: Introductory

Theme: Nature of the Industry

Prerequisite: None

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

Module Parameters: No specialized equipment or facilities.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> describe the role of business, organizations, labour and government agencies in the tourism industry assess the effect different travel motivators have on industry activity evaluate local tourism ventures and promotion strategies used to attract visitors identify employment opportunities in the tourism industry 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a written, oral and/or visual presentation demonstrating knowledge of the tourism industry (including terms), its organizational structure, tourism destination regions, travel motivators, travel trends and history of the industry. <p><i>Assessment Tool</i> <i>Presentations/Reports, TOU1010-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p>	40
	<ul style="list-style-type: none"> a problem-solving task in which the student evaluates a local tourism venture and the promotion strategies used to attract visitors. <p><i>Assessment Tool</i> <i>Problem Solving, TOU1010-2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p>	30

MODULE TOU1010: THE TOURISM INDUSTRY (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a career research project in which the student explores at least two occupations in the tourism industry and investigates job profile, wages, education and training, potential for employment and his or her personal reaction to the occupation. <p><i>Assessment Tool</i> <i>Research Process: Career Research Project TOU1010-3</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted</i></p>	<p>30</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Structure of the Industry</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> define the terms <i>tourism</i> and <i>tourist</i> describe the different sectors of the industry and the infrastructure that connects them describe the organizational structure of the tourism industry and explain the role of: <ul style="list-style-type: none"> government tourism destination regions industry associations local associations private-sector operations. 	<p>Problem-solving task may be broken into smaller assignments; final report should include tourism destination region, description of the venture, physical condition of the site, advantages and disadvantages, visitor appeal, evaluation and promotional strategies.</p>

MODULE TOU1010: THE TOURISM INDUSTRY (continued)

Concept	Specific Learner Expectations	Notes
Travel Motivators	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • compare the history and development of tourism in Canada with that of other countries • describe and discuss the various visitor characteristics including: <ul style="list-style-type: none"> – geographic – demographic – psychographic – socioeconomic • describe various motivating factors for travel • describe tourism statistics and describe travel trends • list and explain various societal and/or political factors that influence industry activity including: <ul style="list-style-type: none"> – family structures – lifestyle – attitudes and values. 	
Local Tourism	<ul style="list-style-type: none"> • name various local or regional tourism destinations and facilities • report on local tourism facilities and services in different sectors of the industry • describe the social and economic impacts of tourism • describe the positive and negative benefits of a prosperous tourism industry • describe a variety of strategies used to promote local tourism • identify additional strategies to promote local tourism. 	

MODULE TOU1010: THE TOURISM INDUSTRY (continued)

Concept	Specific Learner Expectations	Notes
Employment Opportunities	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • research a variety of occupations in different sectors of the tourism industry • describe the role that training and further education play in employment prospects and advancement • describe personal characteristics and skills needed to be successful in selected tourism careers • relate personal interests, values, goals, aptitudes and abilities to tourism career opportunities. 	<p>Emphasis on career investigation will be higher in a 3-credit course. In 4- or 5-credit courses students will have other opportunities to investigate careers.</p>

MODULE TOU1020: PEOPLE & PLACES

Level: Introductory

Theme: Nature of the Industry

Prerequisite: None

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

Module Parameters: No specialized equipment or facilities.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> analyze the cultural and environmental impact of tourism on tourism destinations identify strategies for preserving the cultural and environmental heritage of Alberta describe how tourism can promote acceptance and understanding among cultures describe strategies used in the industry for maintaining and enhancing the well-being of tourists 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a written, oral and/or visual presentation demonstrating knowledge of the tourism destinations including environmentally sensitive regions, impact of tourism, strategies for preserving environmental and cultural heritage, and strategies for maintaining and enhancing the well-being of tourists. <p><i>Assessment Tool</i> <i>Presentations/Reports, TOU1020-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> a problem-solving task in which the student proposes strategies for meeting a variety of special requirements of people. <p><i>Assessment Tool</i> <i>Problem Solving, TOU1020-2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p>	<p>40</p> <p>40</p>

MODULE TOU1020: PEOPLE & PLACES (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a research project that describes a personal awareness of how tourism promotes understanding and acceptance of cultural diversity. <p><i>Assessment Tool</i> <i>Research Process: Career Research Project, TOU1020-3</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>20</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Tourism Affecting the Environment</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> research a variety of environmental areas in Alberta identify and compare environmentally sensitive regions in Alberta analyze the positive and negative effects of tourism on the environment name governing bodies and discuss legislation designed to conserve the environment describe specific situations in which the environment is affected by tourism describe strategies used by tourism enterprises that conserve the environment identify tourism strategies for conserving the environment. 	

MODULE TOU1020: PEOPLE & PLACES (continued)

Concept	Specific Learner Expectations	Notes
<p>Tourism Affecting Culture</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • research Alberta’s cultural heritage including: <ul style="list-style-type: none"> – historic – ethnic – artistic • analyze the positive and negative effects of tourism on culture • describe tourism activities that promote and preserve culture • list and describe tourism activities and facilities that promote greater cultural understanding and exchange • propose a tourism activity that will promote local and/or regional cultural awareness. 	
<p>Concern for the Well-being of People</p>	<ul style="list-style-type: none"> • describe the range of requirements individual tourists and groups such as families have which need to be accommodated • describe tourism services and facilities that accommodate a variety of special requirements of people • discuss legislation designed to maintain the well-being of people; e.g., smoking by-laws, noise by-laws, alcohol regulations • evaluate a tourism facility in relation to the variety of special requirements of people • propose solutions for accommodating a variety of special requirements of people: <ul style="list-style-type: none"> – physical design – procedures/services. 	<p>Task should include catering to physical needs, lifestyle needs; and may be done individually or as a group.</p>

MODULE TOU1020: PEOPLE & PLACES (continued)

Concept	Specific Learner Expectations	Notes
Promoting Acceptance and Understanding	<i>The student should:</i> <ul style="list-style-type: none">• prepare a code of ethics for the tourism industry and the tourist• describe how travel experiences provide opportunities to learn about other people/cultures• compare a variety of visitor impressions of a community/culture based on their travel experiences• describe travel experiences that promote acceptance and understanding of people/cultures.	

MODULE TOU1030: QUALITY GUEST SERVICE

Level: Introductory

Theme: Nature of the Industry

Prerequisite: None

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

Module Parameters: No specialized equipment or facilities.

Note: The student must have access to instruction from an individual with an ALBERTA BEST Trainer credential, if the student is to receive the ALBERTA BEST certificate.

Certification Opportunity: An ALBERTA BEST Student Certificate may be awarded by a registered ALBERTA BEST Trainer. Teachers who wish to qualify as an ALBERTA BEST Student Trainer should contact the Alberta Tourism Education Council (ATEC) in Edmonton for teacher inservice information.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> identify the importance of providing professional service demonstrate basic competencies in guest service and hospitality, including maintaining the safety of self and others demonstrate effective communication and problem-solving skills in dealing with guest concerns demonstrate a positive attitude toward the guest, and demonstrate a professional team approach 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a written, oral and/or visual presentation demonstrating knowledge of quality guest service, safety equipment, safety procedures, safe work habits, fire safety procedures and basic security procedures. <p><i>Assessment Tool</i> <i>Presentations/Reports, TOU1030-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p>	30
	<ul style="list-style-type: none"> teacher observation of positive interaction within the learning setting consistent with professional service. <p><i>Assessment Tool</i> <i>Tourism Studies Quality Guest Service Observation Checklist, TOUQGS</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p>	30

MODULE TOU1030: QUALITY GUEST SERVICE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> successful completion of all requirements in a service-oriented training program (e.g., ALBERTA BEST Student Program) or observation of equivalent communication and problem-solving competencies within the learning setting. <p><i>Assessment Tool</i> <i>TOUQGS or equivalent</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>40</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Orientation to Quality Guest Service</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> describe the role of various agencies (e.g., ATEC) in developing guest service standards describe the importance of providing quality hospitality and guest service. 	<p>ALBERTA BEST certified trainers may use role-play examples from the ALBERTA BEST Manual or you may develop your own.</p>
<p>Guest Expectations and Perceptions</p>	<ul style="list-style-type: none"> describe the importance of creating a positive first impression through: <ul style="list-style-type: none"> personal appearance property appearance analyze and describe examples of house policy regarding guest service demonstrate professional guest relation skills identify individual guest requirements and propose appropriate service modifications 	<p>The TOUQGS checklist may be used in different ways; e.g., during role-play, across module and across course activities.</p>

MODULE TOU1030: QUALITY GUEST SERVICE (continued)

Concept	Specific Learner Expectations	Notes
<p>Guest Expectations and Perceptions (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • demonstrate skills in interpreting guest needs and ensuring that those needs are met • demonstrate techniques for developing a positive relationship with guests. 	
<p>Communicating with Guests</p>	<ul style="list-style-type: none"> • demonstrate effective communication strategies of: <ul style="list-style-type: none"> – listening – speaking • demonstrate appropriate skills for communicating with guests of different ages and positions • demonstrate characteristics of a professional attitude through communication and behaviour • predict situations that could develop into problems or guest concerns • outline strategies for dealing effectively with the difficult guest • demonstrate problem-solving techniques for handling guest concerns • demonstrate effective telephone skills: <ul style="list-style-type: none"> – answering – handling messages – placing calls. 	
<p>Safety</p>	<ul style="list-style-type: none"> • interpret safety regulations for different types of tourism facilities • analyze and describe house policy pertaining to safety: <ul style="list-style-type: none"> – employee apparel – traffic patterns – clean-up and maintenance – emergency evacuation – emergency illness/injury – waste management. 	<p>Safety may be taught in a specific context; e.g., recreational activity; or using a general tourism example.</p> <p>It is important to make students aware of the importance of safety in the tourism industry. This may be done by looking at one or more tourism sites (e.g., hotel with a restaurant) and reviewing the safety policies and procedures.</p>

MODULE TOU1030: QUALITY GUEST SERVICE (continued)

Concept	Specific Learner Expectations	Notes
Professional Team Approach	<p><i>The student should:</i></p> <ul style="list-style-type: none">• describe the ways a variety of employees in the facility promote quality guest service• explain the importance of every employee having high level of knowledge of product and property• describe responsibilities of a professional employee in various guest service situations• describe guest service strategies for creating and maintaining a favourable business reputation.	

MODULE TOU1040: THE FOOD SECTOR

Level: Introductory

Theme: Food

Prerequisite: None

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

Module Parameters: No specialized equipment or facilities.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">compare a variety of local food establishments, and identify career opportunities in the food sectordevelop satisfactory food service skills	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">a written, oral and/or visual presentation demonstrating knowledge of food service equipment, common types of food service, basic components of menus, the role of food service staff, career opportunities and the student's comparison of at least two food establishments. <p><i>Assessment Tool</i> <i>Presentation/Reports, TOU1040-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p>	30

MODULE TOU1040: THE FOOD SECTOR (continued)

Concept	Specific Learner Expectations	Notes
Introduction to the Food Sector (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the role of various food service staff in the front and back of the house: <ul style="list-style-type: none"> – maitre d’ – host/hostess – food and beverage server – wine steward – bus person – banquet captain – chief steward – chef – kitchen helper – banquet manager • identify food service trends and suggest future career opportunities • explain the role of industry training and certification standards in the food sector • research sources of further education and training for employment in the food sector. 	
Food Service Procedures	<ul style="list-style-type: none"> • describe common types of food service and provide examples of when each might be used: <ul style="list-style-type: none"> – table service: French, Russian, American, English – cafeteria service – buffet service – family service – tray service – fast food • identify food service equipment and tableware • demonstrate correct placement of tableware for American service: <ul style="list-style-type: none"> – place settings – glasses – salad – beverage – napkin 	<p>The performance checklist may be divided into smaller components.</p> <p>All task components must be satisfactorily completed (minimum mark – 50%). Tasks include:</p> <ul style="list-style-type: none"> • identifying needs and wants • suggesting menu items • adapting service • describing excellent service in that situation.

MODULE TOU1040: THE FOOD SECTOR (continued)

Concept	Specific Learner Expectations	Notes
Food Service Procedures (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • demonstrate satisfactory skills in basic table service and safe food handling including: <ul style="list-style-type: none"> – greet customer, present menu – pour water – take order – serve courses – serve dessert, coffee • demonstrate satisfactory skills of table maintenance. 	<p>The importance of safe food handling should be addressed throughout the module.</p>
Strategies in Food Service	<ul style="list-style-type: none"> • describe factors that determine the menu structure • explain the categories used in a menu • give examples of a variety of sample meal plans for guests with special requirements • describe service strategies for accommodating individual guest requirements • describe the factors that influence guest satisfaction with the food establishment and service • identify standards and criteria for excellent food service: <ul style="list-style-type: none"> – seating – cleanliness of dining room – atmosphere – service – food and beverage products – staff professionalism (knowledge and attitude) • evaluate the service and standards of a food service establishment. 	

MODULE TOU1050: THE ACCOMMODATION SECTOR

Level: Introductory

Theme: Accommodation

Prerequisite: None

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

Module Parameters: No specialized equipment or facilities.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> describe the range of accommodations available to travellers in Alberta develop a basic understanding of business operations in the accommodation sector describe strategies for meeting individual guest requirements and maintaining the well-being of guests identify employment opportunities in the accommodation sector 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a written, oral and/or visual presentation demonstrating knowledge of the accommodation sector including accommodation options, terms, price structure, regulatory agencies, emergency equipment and procedures, organization of a hotel and guest services. <p><i>Assessment Tool</i> <i>Presentations/Reports, TOU1050-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> a problem-solving task in which the student evaluates an accommodation facility from the perspective of a traveller and develops strategies for a facility that accommodates individual guest requirements. <p><i>Assessment Tool</i> <i>Problem Solving, TOU1050-2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p>	<p>50</p> <p>30</p>

MODULE TOU1050: THE ACCOMMODATION SECTOR (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a career research project in which the student researches employment opportunity in the accommodation sector including a job profile, wages, education and training, opportunity for advancement, personal relevance and other topics as identified by the teacher. <p><i>Assessment Tool</i> <i>Research Process: Career Research Project, TOU1050-3</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>20</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Introduction to the Accommodation Sector</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> describe accommodation options available to the traveller match visitor characteristics with various accommodations identify various forms of business ownership in the accommodation sector list different factors that determine the price structure for accommodation properties define and explain the importance of: <ul style="list-style-type: none"> – occupancy rate – average room rate describe the impact of technology on the accommodation sector 	<p>E.g., franchise, chain, privately owned.</p>

MODULE TOU1050: THE ACCOMMODATION SECTOR (continued)

Concept	Specific Learner Expectations	Notes
Introduction to the Accommodation Sector (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe accommodation trends and propose future opportunities • explain the factors that influence success of accommodation properties. 	
Accommodation Regulations	<ul style="list-style-type: none"> • identify regulatory agencies and explain their role in the accommodation sector • explain regulations pertaining to the accommodation sector • interpret house policies that support industry regulations. 	
Safety and Security of the Guest	<ul style="list-style-type: none"> • evaluate sample house policies pertaining to safety and security of the guest including: <ul style="list-style-type: none"> – confidentiality – security of valuables • describe procedures and resources available for dealing with common emergencies including: <ul style="list-style-type: none"> – safety equipment – security personnel – community resources • describe strategies for maintaining the well-being of guests in a range of accommodation facilities. 	
Providing Guest Services	<ul style="list-style-type: none"> • identify the major departments and supervisory personnel in a large hotel • describe the different guest services provided by various accommodation properties • describe the range of guest requirements for: <ul style="list-style-type: none"> – a business traveller – a vacation traveller – family special needs – pets • identify strategies for accommodating special requirements • report on the daily operations of a local accommodation facility. 	<p>Adapt problem-solving task to local community, a specific city or a simulated community. Emphasis is on demonstrating knowledge and designing solutions.</p>

MODULE TOU1050: THE ACCOMMODATION SECTOR (continued)

Concept	Specific Learner Expectations	Notes
Employment Opportunities	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • research a variety of occupations in the accommodations sector • prepare a job profile for three occupations in this sector and include: <ul style="list-style-type: none"> – wages/benefits – duties and tasks of employee – education and training requirements for job entry – opportunity for advancement/entrepreneurship • describe personal characteristics and skills needed to be successful in the accommodations sector • relate personal interests, values, goals, aptitudes and abilities to career opportunities in the accommodations sector • explain the role of industry training and certification standards in the accommodation sector • identify sources of further education and training for employment in the accommodation sector. 	

MODULE TOU1060: THE TRAVEL SECTOR

Level: Introductory

Theme: Travel

Prerequisite: None

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

Module Parameters: No specialized equipment or facilities.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> describe travel services available to the traveller in Alberta develop strategies for addressing visitor inquiries provide basic travel and transportation information to the traveller in Alberta identify employment opportunities in the travel sector 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a written, oral and/or visual presentation demonstrating knowledge of the tourism travel sector including Alberta tourism destination regions, regulations, travel symbols and conversions. <p><i>Assessment Tool</i> <i>Presentations/Reports, TOU1060–1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p>	50
	<ul style="list-style-type: none"> a problem-solving task in which the student prepares a travel information package for an Alberta tourism area including map, tourism facilities, visitor services, two travel routes and important regulations. Present the package demonstrating satisfactory travel information skills including greeting the visitor, identifying visitor needs, using a map, answering questions, quality guest service and hospitality. <p><i>Assessment Tool</i> <i>Problem Solving, TOU1060–2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p>	30

MODULE TOU1060: THE TRAVEL SECTOR (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a career research project in which the student researches employment opportunity in the travel sector including a job profile, wages, education and training, opportunity for advancement, personal relevance and other topics as identified by the teacher. <p><i>Assessment Tool</i> <i>Research Process: Career Research Project, TOU1060–3</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>20</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Introduction to the Travel Sector</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> identify the range of agencies and businesses that provide travel services in Alberta describe the travel services provided by travel agencies, tour operations, transportation companies, travel information centres, and local tourism and convention bureaus describe travel sector trends analyze the impact of technology on the travel sector. 	

MODULE TOU1060: THE TRAVEL SECTOR (continued)

Concept	Specific Learner Expectations	Notes
Providing Transportation Information	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify the different modes of transportation and major suppliers of travel in Alberta • interpret different transportation schedules and provide the traveller with accurate information • describe various travel services provided by transportation suppliers • identify local sources of transportation and travel services. 	
Tourism Regulations	<ul style="list-style-type: none"> • identify tourism regulatory agencies and explain their role in the industry • provide basic information about Alberta regulations important to visitors: <ul style="list-style-type: none"> – fishing regulations – hunting regulations – camping regulations – provincial and national parks regulations – liquor regulations. 	
Providing Travel Information	<ul style="list-style-type: none"> • describe the role of a travel information counsellor in promoting tourism • identify sources of travel information • identify strategies for addressing visitor inquiries • provide visitors with clear, accurate information • provide accurate travel information using a map: <ul style="list-style-type: none"> – locate and interpret all map symbols and components – calculate distances using a map – plan a travel route using a map • convert distances, speed, temperature and time as requested by the visitor • explain the meaning of common travel symbols. 	

MODULE TOU1060: THE TRAVEL SECTOR (continued)

Concept	Specific Learner Expectations	Notes
Promoting Travel within Alberta	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify the six tourism destination regions in Alberta • identify the major tourism attractions within each tourism destination region • locate the tourism destination regions on a map and describe the major attractions in each • describe local and regional attractions to a range of visitors • plan appropriate travel itineraries that will accommodate a range of visitor requirements including: <ul style="list-style-type: none"> – families – seniors – school groups – special needs – season – budget. 	
Employment Opportunities	<ul style="list-style-type: none"> • research a variety of occupations in the travel sector • prepare a job profile for three occupations in this sector and include: <ul style="list-style-type: none"> – wages/benefits – duties and tasks of employee – education and training requirements for job entry – opportunity for advancement/entrepreneurship • describe personal characteristics and skills needed to be successful in the travel sector • relate personal interests, values, goals, aptitudes and abilities to career opportunities in the travel sector • explain the role of industry training and certification standards in the travel sector • identify sources of further education and training for employment in the travel sector. 	

MODULE TOU1070: THE ATTRACTIONS SECTOR

Level: Introductory

Theme: Attractions

Prerequisite: None

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

Module Parameters: No specialized equipment or facilities.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">describe natural, cultural and recreational attractions, and explain their role in the tourism industrydescribe the range of visitor activities and services provided at attraction facilitiesidentify regulations, procedures and strategies for maintaining the well-being of guests in attraction facilitiesidentify employment opportunities in the attractions sector	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">a written, oral and/or visual presentation demonstrating knowledge of the attractions sector including terms, identification of sites, historical development of parks, regulations and organization of an attractions business. <p><i>Assessment Tool</i> <i>Presentations/Reports, TOU1070-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p>	40

MODULE TOU1070: THE ATTRACTIONS SECTOR (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a problem-solving task in which the student prepares criteria to evaluate an attraction facility, evaluates the facility for visitor activities and services, and develops strategies for managing visitor impact, accommodating individual guest requirements and maintaining the well-being of guests in an attractions facility. <p><i>Assessment Tool</i> <i>Problem Solving, TOU1070–2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> • a career research project in which the student researches employment opportunity in the attractions sector including a job profile, wages, education and training, opportunity for advancement, personal relevance and other topics as identified by the teacher. <p><i>Assessment Tool</i> <i>Research Process: Career Research Project, TOU1070–3</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>40</p> <p>20</p> <p>Integrated throughout</p>

MODULE TOU1070: THE ATTRACTIONS SECTOR (continued)

Concept	Specific Learner Expectations	Notes
Introduction to the Attractions Sector	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define the term <i>leisure</i>, and explain the importance of leisure time in maintaining the well-being of individuals • define the term <i>travel generators</i>, and give local and provincial examples of each • define the term <i>attractions</i>, and describe the role of attractions in the tourism industry. 	
Natural Attractions	<ul style="list-style-type: none"> • describe the global appeal of natural attractions in Alberta and Canada • identify Alberta’s natural attractions on a map and describe them • outline the historical development of Canada’s national parks • review the role of national parks and Alberta provincial parks in preserving the environment • explain regulations and describe strategies used to manage visitor impact in parks • analyze the visitor appeal of natural attractions • describe the range of visitor activities and services provided in parks. 	
Cultural Attractions	<ul style="list-style-type: none"> • define the term <i>cultural attraction</i>, and identify major provincial and local cultural attractions including: <ul style="list-style-type: none"> – historic – ethnic – artistic • explain the role of cultural attractions in promoting and preserving culture • analyze the visitor appeal of different cultural attractions • describe the range of visitor activities and services provided by various cultural attractions • describe strategies used to preserve and promote culture through cultural attractions. 	<p>Adapt problem-solving task to local community, a specific city or a simulated community. Emphasis is on demonstrating knowledge and designing solutions.</p>

MODULE TOU1070: THE ATTRACTIONS SECTOR (continued)

Concept	Specific Learner Expectations	Notes
Recreation Attractions	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define the term <i>recreation attraction</i>, and identify provincial and local recreation attractions • explain the role of recreation attractions in the tourism industry • analyze recreation attraction visitor trends • describe the range of visitor activities and services provided at recreation attraction facilities • explain regulations and describe strategies used to maintain the well-being of visitors at recreation attractions. 	
Providing Guest Services	<ul style="list-style-type: none"> • describe the range of guest services provided by different attraction facilities • identify departments or employees that are responsible for guest services in attractions • describe the role of employees in providing guest services • evaluate the effectiveness of an attraction in meeting the needs and expectations of visitors. 	
Employment Opportunities	<ul style="list-style-type: none"> • research a variety of occupations in the attractions sector; e.g., cultural, historical, natural, recreation, adventure and ecotourism • prepare a job profile for three occupations in this sector and include: <ul style="list-style-type: none"> – wages/benefits – duties and tasks of employee – education and training requirements for job entry – opportunity for advancement/entrepreneurship • describe personal characteristics and skills needed to be successful in the attractions sector • relate personal interests, values, goals, aptitudes and abilities to career opportunities in the attractions sector 	

MODULE TOU1070: THE ATTRACTIONS SECTOR (continued)

Concept	Specific Learner Expectations	Notes
Employment Opportunities (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none">• explain the role of industry training and certification standards in the natural attractions sector• identify sources of further education and training for employment in the recreation attraction sector.	Adjust career research emphasis according to the number of Tourism modules student is taking.

