

**PRESENTATIONS/REPORTS****TOU1010-1**

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Module/Project: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING						STANDARD
Preparation and Planning	4	3	2	1	0	N/A	1
Content	4	3	2	1	0	N/A	1
Presentation	4	3	2	1	0	N/A	1

**STANDARD IS 1 IN EACH APPLICABLE TASK****Rating Scale***The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

**CRITERIA***The student:***Preparation and Planning**

- sets goals for presentation
- responds to directed questions and follows necessary steps to find answers
- accesses basic in-school/community information sources
- interprets and organizes information into a logical sequence
- records information accurately, using correct technical terms
- uses time effectively

**Content**

- describes the organizational structure of the tourism industry
- identifies and lists the Alberta's destination regions
- identifies and describes motivating factors for travel
- describes travel trends based on tourism statistics
- provides a brief history of the tourism industry in Alberta and Canada

**Presentation**

- demonstrates effective use of at least one medium of communication
- uses correct grammatical convention and technical terms through proofreading/editing
- provides an introduction that describes the purpose of the project
- communicates information in a logical sequence
- states a conclusion based on a summary of facts
- provides a reference list of information sources as required

**COMMENTS**

**PROBLEM SOLVING****TOU1010-2**

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Module/Project: \_\_\_\_\_

Date: \_\_\_\_\_

TASK	OBSERVATION/RATING	STANDARD
Identify Problem	4 3 2 1 0 N/A	1
Content Research	4 3 2 1 0 N/A	1
Consider, Select and Plan	4 3 2 1 0 N/A	1
Implement	4 3 2 1 0 N/A	1
Present	4 3 2 1 0 N/A	1
Evaluate/Reflect	4 3 2 1 0 N/A	1
Content	4 3 2 1 0 N/A	1

**STANDARD IS 1 IN EACH APPLICABLE TASK****Rating Scale***The student:*

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- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

**TASK CHECKLIST***The student:***Identify Problem**

- accurately identifies problem from project brief or scenario
- asks questions – divergent thinking

**Conduct Research**

- conducts research and uses information effectively
- identifies related procedures
- uses information provided or basic in-school/information sources
- distinguishes between fact and fiction/opinion/theory

**Consider, Select and Plan**

- considers and evaluates alternatives
- selects best alternative
- plans a procedure to resolve selected alternative
- includes specified procedures where required

**Implement**

- follows plan to resolve problem
- follows specified procedures as required
- manages personal learning including appropriate use of time and resources
- works safely and cooperatively

**Present**

- presents problem resolution to individuals and small groups as required
- identifies unresolved issues
- uses one or more communication media effectively
- communicates in a logical sequence

**Evaluate/Reflect**

- evaluates and reflects on success of resolving problems from a personal perspective

**Content**

- identifies and describes local/regional:
  - destinations in different industry sectors
  - facilities in different industry sectors
- describes social/economic impact
- lists positive/negative benefits
- identifies/describes local promotional strategies
- proposes additional promotional strategies

**COMMENTS**

**RESEARCH PROCESS: CAREER RESEARCH PROJECT**

**TOU1010-3**

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Module/Project: \_\_\_\_\_

Date: \_\_\_\_\_

TASK	Observations Of Student	STANDARD
Planning and Presentation	4 3 2 1 0 N/A	1
Information Gathering and Processing	4 3 2 1 0 N/A	1
Content	4 3 2 1 0 N/A	1
Collaboration and Teamwork	4 3 2 1 0 N/A	1
Information Sharing	4 3 2 1 0 N/A	1

**STANDARD IS 1 IN EACH APPLICABLE TASK**

**Rating Scale**

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
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N/A Not Applicable

**CRITERIA**

*The student:*

**Preparation and Planning**

- identifies the question(s) or reframes the task as a question to better understand the task (divergent thinking)
- sets goals and follows instructions accurately
- adheres to established timelines
- responds to directed questions and follows necessary steps to find answers
- uses time effectively

**Information Gathering and Processing**

- accesses basic in-school/community information sources
- uses one or more information-gathering techniques
- interprets and organizes information into a logical sequence
- records information accurately using correct technical terms
- distinguishes between fact and fiction/opinion/theory
- responds to feedback when current approach is not working

**Content**

- researches a variety of occupations in this tourism sector OR different sectors of the tourism industry
- describes the roles that training and further education play in employment prospects and advancement
- describes personal characteristics and skills needed to be successful in selected tourism careers
- relates personal interests, values, goals, aptitudes and abilities to tourism career opportunities

**Collaboration and Teamwork**

- cooperates with group members
- shares work appropriately among group members

**Information Sharing**

- demonstrates effective use of one or more communication media:  
*e.g., written, oral, audio-visual*
- communicates information in a logical sequence
- uses correct grammatical/technical conventions
- cites basic information sources
- thinks about learning and what has been learned

**COMMENTS**

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Project: \_\_\_\_\_

Date: \_\_\_\_\_

TASK	OBSERVATION/RATING						STANDARD
Preparation and Planning	4	3	2	1	0	N/A	1
Content	4	3	2	1	0	N/A	1
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N/A Not Applicable

**CRITERIA**

*The student:*

**Preparation and Planning**

- sets goals for presentation
- responds to directed questions and follows necessary steps to find answers
- accesses basic in-school/community information sources
- interprets and organizes information into a logical sequence
- records information accurately, using correct technical terms
- uses time effectively

**Content**

- through research identifies and compares various environmentally sensitive areas within Alberta
- identifies the positive/negative impact tourism has had on a region, environment and culture based on a case study
- identifies strategies that can be used to preserve the environment and the cultural heritage in a tourism region
- names one or more governing bodies that regulate environmental use and care in Alberta

**Content (continued)**

- describes and discusses strategies used in the tourism industry to maintain and enhance the well-being of tourists and promote cultural understanding
- identifies and discusses legislation associated with preserving the environment, cultural heritage and the well-being of tourists

**Presentation**

- demonstrates effective use of at least one medium of communication
- uses correct grammatical convention and technical terms through proofreading/editing
- provides an introduction that describes the purpose of the project
- communicates information in a logical sequence
- states a conclusion based on a summary of facts
- provides a reference list of information sources as required

**COMMENTS**

**PROBLEM SOLVING****TOU1020–2**

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Module/Project: \_\_\_\_\_

Date: \_\_\_\_\_

TASK	OBSERVATION/RATING	STANDARD
Identify Problem	4 3 2 1 0 N/A	1
Content Research	4 3 2 1 0 N/A	1
Consider, Select and Plan	4 3 2 1 0 N/A	1
Implement	4 3 2 1 0 N/A	1
Present	4 3 2 1 0 N/A	1
Evaluate/Reflect	4 3 2 1 0 N/A	1
Content	4 3 2 1 0 N/A	1

**STANDARD IS 1 IN EACH APPLICABLE TASK****Rating Scale***The student:*

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N/A Not Applicable

**TASK CHECKLIST***The student:***Identify Problem**

- accurately identifies problem from project brief or scenario
- asks questions – divergent thinking

**Conduct Research**

- conducts research and uses information effectively
- identifies related procedures
- uses information provided or basic in-school/information sources
- distinguishes between fact and fiction/opinion/theory

**Consider, Select and Plan**

- considers and evaluates alternatives
- selects best alternative
- plans a procedure to resolve selected alternative
- includes specified procedures where required

**Implement**

- follows plan to resolve problem
- follows specified procedures as required
- manages personal learning including appropriate use of time and resources
- works safely and cooperatively

**Present**

- presents problem resolution to individuals and small groups as required
- identifies unresolved issues
- uses one or more communication media effectively
- communicates in a logical sequence

**Evaluate/Reflect**

- evaluates and reflects on success of resolving problems from a personal perspective

**Content**

- identifies and describes a range of:
  - tourism requirements for individuals and groups
  - tourism services and facilities designed to meet special needs
- identifies/evaluates a tourism facility in relation to serving special needs
- proposes solutions for accommodating special needs of people
- identifies/discusses legislation designed to maintain the well-being of people

**COMMENTS**

TASK	Observations Of Student						STANDARD
Planning and Presentation	4	3	2	1	0	N/A	1
Information Gathering and Processing	4	3	2	1	0	N/A	1
Content	4	3	2	1	0	N/A	1
Collaboration and Teamwork	4	3	2	1	0	N/A	1
Information Sharing	4	3	2	1	0	N/A	1

**STANDARD IS 1 IN EACH APPLICABLE TASK**

**Rating Scale**

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N/A Not Applicable

**CRITERIA**

*The student:*

**Preparation and Planning**

- identifies the question(s) or reframes the task as a question to understand the task (divergent thinking)
- sets goals and follows instructions accurately
- adheres to established timelines
- responds to directed questions and follows necessary steps to find answers
- uses time effectively

**Information Gathering and Processing**

- accesses basic in-school/community information sources
- uses one or more information-gathering techniques
- interprets and organizes information into a logical sequence
- records information accurately using correct technical terms
- distinguishes between fact and fiction/opinion/theory
- responds to feedback when current approach is not working

**Content**

- develops a code of ethics for the tourism industry and the tourist
- discusses how travel experiences provide opportunities to learn about other people/cultures
- compares a variety of visitor impressions of a community/culture based on travel experiences
- describes travel experiences that promote acceptance and understanding of people/cultures

**Collaboration and Teamwork**

- cooperates with group members
- shares work appropriately among group members

**Information Sharing**

- demonstrates effective use of one or more communication media:  
*e.g., written, oral, audio-visual*
- communicates information in a logical sequence
- uses correct grammatical/technical conventions
- cites basic information sources
- thinks about learning and what has been learned

**COMMENTS**

**PRESENTATIONS/REPORTS****TOU1030-1**

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Project: \_\_\_\_\_

Date: \_\_\_\_\_

TASK	OBSERVATION/RATING						STANDARD
Preparation and Planning	4	3	2	1	0	N/A	1
Content	4	3	2	1	0	N/A	1
Presentation	4	3	2	1	0	N/A	1

**STANDARD IS 1 IN EACH APPLICABLE TASK****Rating Scale***The student:*

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- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

**CRITERIA***The student:***Preparation and Planning**

- sets goals for presentation
- responds to directed questions and follows necessary steps to find answers
- accesses basic in-school/community information sources
- interprets and organizes information into a logical sequence
- records information accurately, using correct technical terms
- uses time effectively

**Content**

- demonstrates basic knowledge of the importance of quality guest service in the tourism industry
- identifies important elements of quality guest service (e.g., positive first impression, listening, speaking)
- identifies basic safety and security procedures used in a tourism venue including safety equipment on site, safe work habits required and security procedures followed

**Presentation**

- demonstrates effective use of at least one medium of communication
- uses correct grammatical convention and technical terms through proofreading/editing
- provides an introduction that describes the purpose of the project
- communicates information in a logical sequence
- states a conclusion based on a summary of facts
- provides a reference list of information sources as required

**COMMENTS**

**PRESENTATIONS/REPORTS****TOU1040-1**

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Project: \_\_\_\_\_

Date: \_\_\_\_\_

TASK	OBSERVATION/RATING	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	1
Content	4 3 2 1 0 N/A	1
Presentation	4 3 2 1 0 N/A	1

**STANDARD IS 1 IN EACH APPLICABLE TASK****Rating Scale***The student:*

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- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

**CRITERIA***The student:***Preparation and Planning**

- sets goals for presentation
- responds to directed questions and follows necessary steps to find answers
- accesses basic in-school/community information sources
- interprets and organizes information into a logical sequence
- records information accurately, using correct technical terms
- uses time effectively

**Content**

- lists various types of food establishments
- matches visitor characteristics with food establishments
- explains economic importance of food service industry
- describes role of various food service staff

**Content (continued)**

- describes common types of food service
- identifies common food service equipment and its use
- researches and reports on:
  - food service trends
  - career opportunities
  - sources of further education and certification

**Presentation**

- demonstrates effective use of at least one medium of communication
- uses correct grammatical convention and technical terms through proofreading/editing
- provides an introduction that describes the purpose of the project
- communicates information in a logical sequence
- states a conclusion based on a summary of facts
- provides a reference list of information sources as required

**COMMENTS**

**PROBLEM SOLVING****TOU1040–2**

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Module/Project: \_\_\_\_\_

Date: \_\_\_\_\_

TASK	OBSERVATION/RATING	STANDARD
Identify Problem	4 3 2 1 0 N/A	1
Content Research	4 3 2 1 0 N/A	1
Consider, Select and Plan	4 3 2 1 0 N/A	1
Implement	4 3 2 1 0 N/A	1
Present	4 3 2 1 0 N/A	1
Evaluate/Reflect	4 3 2 1 0 N/A	1
Content	4 3 2 1 0 N/A	1

**STANDARD IS 1 IN EACH APPLICABLE TASK****Rating Scale***The student:*

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- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

**TASK CHECKLIST***The student:***Identify Problem**

- accurately identifies problem from project brief or scenario
- asks questions – divergent thinking

**Conduct Research**

- conducts research and uses information effectively
- identifies related procedures
- uses information provided or basic in-school/information sources
- distinguishes between fact and fiction/opinion/theory

**Consider, Select and Plan**

- considers and evaluates alternatives
- selects best alternative
- plans a procedure to resolve selected alternative
- includes specified procedures where required

**Implement**

- follows plan to resolve problem
- follows specified procedures as required
- manages personal learning including appropriate use of time and resources
- works safely and cooperatively

**Present**

- presents problem resolution to individuals and small groups as required
- identifies unresolved issues
- uses one or more communication media effectively
- communicates in a logical sequence

**Evaluate/Reflect**

- evaluates and reflects on success of resolving problems from a personal perspective

**Content**

- in a role play, demonstrates skills in basic table service and safe food handling:
  - greeting customer
  - present menu
  - pour water
  - take order
  - serve courses
  - serve dessert, coffee
- demonstrates satisfactory skills of table maintenance

**COMMENTS**

**PRESENTATIONS/REPORTS****TOU1050-1**

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Project: \_\_\_\_\_

Date: \_\_\_\_\_

TASK	OBSERVATION/RATING	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	1
Content	4 3 2 1 0 N/A	1
Presentation	4 3 2 1 0 N/A	1

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N/A Not Applicable

**CRITERIA***The student:***Preparation and Planning**

- sets goals for presentation
- responds to directed questions and follows necessary steps to find answers
- accesses basic in-school/community information sources
- interprets and organizes information into a logical sequence
- records information accurately, using correct technical terms
- uses time effectively

**Content**

- demonstrates general knowledge of the accommodations sector
  - accommodation options
  - terms
  - pricing structure
  - types of business ownership
  - importance of occupancy rate/average room rate
- discusses the impact of technology
- discusses accommodation trends/proposes future opportunities
- discusses factors influencing success

**Content (continued)**

- identifies basic regulatory agencies associated with the accommodations sector
- identifies and describes basic emergency equipment and procedures used in a specified accommodation site
- describes and illustrates (organizational chart) the organization of a specified hotel
- demonstrates basic knowledge of guest services

**Presentation**

- demonstrates effective use of at least one medium of communication
- uses correct grammatical convention and technical terms through proofreading/editing
- provides an introduction that describes the purpose of the project
- communicates information in a logical sequence
- states a conclusion based on a summary of facts
- provides a reference list of information sources as required

**COMMENTS**

**PROBLEM SOLVING****TOU1050–2**

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Module/Project: \_\_\_\_\_

Date: \_\_\_\_\_

TASK	OBSERVATION/RATING	STANDARD
Identify Problem	4 3 2 1 0 N/A	1
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**Consider, Select and Plan**

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**Implement**

- follows plan to resolve problem
- follows specified procedures as required
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- works safely and cooperatively

**Present**

- presents problem resolution to individuals and small groups as required
- identifies unresolved issues
- uses one or more communication media effectively
- communicates in a logical sequence

**Evaluate/Reflect**

- evaluates and reflects on success of resolving problems from a personal perspective

**Content**

- evaluates a facility as a traveller:
  - guest services provided by a local property
  - how the property is organized
- range of guest requirements:
  - business traveller
  - vacation traveller
  - family with special needs
  - pets
- strategies for a facility to accommodate individual guest requirements
  - business traveller
  - vacation traveller
  - family with special needs
  - pets
- evaluate house policies pertaining to:
  - safety and security
  - dealing with common emergencies
  - maintaining the well-being of guests

**COMMENTS**

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Module/Project: \_\_\_\_\_

Date: \_\_\_\_\_

TASK	Observations Of Student						STANDARD
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**CRITERIA**

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- distinguishes between fact and fiction/opinion/theory
- responds to feedback when current approach is not working

**Content**

- researches a variety of occupations in this sector
- develops a job profile or three occupations in this sector and include:
  - duties and tasks of employee
  - education and training required for job entry
  - opportunities for advancement/ entrepreneurship
  - wages and benefits
- describes personal characteristics and skills needed to be successful in selected this tourism sector
- relates personal interests, values, goals, aptitudes and abilities to career opportunities in this tourism sector

**Collaboration and Teamwork**

- cooperates with group members
- shares work appropriately among group members

**Information Sharing**

- demonstrates effective use of one or more communication media:
  - e.g., written, oral, audio-visual*
- communicates information in a logical sequence
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**COMMENTS**

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Module/Project: \_\_\_\_\_

Date: \_\_\_\_\_

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  - 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
  - 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.
- N/A Not Applicable

**CRITERIA**

*The student:*

**Preparation and Planning**

- sets goals for presentation
- responds to directed questions and follows necessary steps to find answers
- accesses basic in-school/community information sources
- interprets and organizes information into a logical sequence
- records information accurately, using correct technical terms
- uses time effectively

**Content**

- demonstrates a basic knowledge of the tourism travel sector
- lists and identifies on a map the Alberta destination regions and attractions
- identifies the major regulations impacting travel in Alberta/Canada
- identifies commonly used travel symbols

**Content (continued)**

- makes conversions between metric and Imperial measure for distance, speed and temperature and conversions of time based on the time zones in Canada
- identifies travel services typically available to travellers in Alberta

**Presentation**

- demonstrates effective use of at least one medium of communication
- uses correct grammatical convention and technical terms through proofreading/editing
- provides an introduction that describes the purpose of the project
- communicates information in a logical sequence
- states a conclusion based on a summary of facts
- provides a reference list of information sources as required

**COMMENTS**

**PROBLEM SOLVING****TOU1060–2**

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Module/Project: \_\_\_\_\_

Date: \_\_\_\_\_

TASK	OBSERVATION/RATING	STANDARD
Identify Problem	4 3 2 1 0 N/A	1
Content Research	4 3 2 1 0 N/A	1
Consider, Select and Plan	4 3 2 1 0 N/A	1
Implement	4 3 2 1 0 N/A	1
Present	4 3 2 1 0 N/A	1
Evaluate/Reflect	4 3 2 1 0 N/A	1
Content	4 3 2 1 0 N/A	1

**STANDARD IS 1 IN EACH APPLICABLE TASK****Rating Scale***The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

**TASK CHECKLIST***The student:***Identify Problem**

- accurately identifies problem from project brief or scenario
- asks questions – divergent thinking

**Conduct Research**

- conducts research and uses information effectively
- identifies related procedures
- uses information provided or basic in-school/information sources
- distinguishes between fact and fiction/opinion/theory

**Consider, Select and Plan**

- considers and evaluates alternatives
- selects best alternative
- plans a procedure to resolve selected alternative
- includes specified procedures where required

**Implement**

- follows plan to resolve problem
- follows specified procedures as required
- manages personal learning including appropriate use of time and resources
- works safely and cooperatively

**Present**

- presents problem resolution to individuals and small groups as required
- identifies unresolved issues
- uses one or more communication media effectively
- communicates in a logical sequence

**Evaluate/Reflect**

- evaluates and reflects on success of resolving problems from a personal perspective

**Content**

- prepares a travel information package for an Alberta tourism area:
  - map
  - list of tourism facilities
  - list of visitor services
  - two travel routes
  - important information
- role plays presenting travel information package and travel information skills:
  - orderly presentation of package
  - greeting visitor
  - identifying visitor needs
  - using map to identify locations and routes
  - answering questions
  - quality guest service
  - hospitality

**COMMENTS**

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Module/Project: \_\_\_\_\_

Date: \_\_\_\_\_

TASK	Observations Of Student	STANDARD
Planning and Presentation	4 3 2 1 0 N/A	1
Information Gathering and Processing	4 3 2 1 0 N/A	1
Content	4 3 2 1 0 N/A	1
Collaboration and Teamwork	4 3 2 1 0 N/A	1
Information Sharing	4 3 2 1 0 N/A	1

**STANDARD IS 1 IN EACH APPLICABLE TASK**

**Rating Scale**

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
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- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

**CRITERIA**

*The student:*

**Preparation and Planning**

- identifies the question(s) or reframes the task as a question to understand the task (divergent thinking)
- sets goals and follows instructions accurately
- adheres to established timelines
- responds to directed questions and follows necessary steps to find answers
- uses time effectively

**Information Gathering and Processing**

- accesses basic in-school/community information sources
- uses one or more information-gathering techniques
- interprets and organizes information into a logical sequence
- records information accurately using correct technical terms
- distinguishes between fact and fiction/opinion/theory
- responds to feedback when current approach is not working

**Content**

- researches a variety of occupations in this sector

**Content (continued)**

- develops a job profile or three occupations in this sector and include:
  - duties and tasks of employee
  - education and training required for job entry
  - opportunities for advancement/ entrepreneurship
  - wages and benefits
- demonstrates (e.g., through role play) skills common to a travel information provider:
  - identify sources of travel information
  - address visitor inquiries
  - interpret a local map
  - convert speed, distances, temperature, time
- describes personal characteristics and skills needed to be successful in selected this tourism sector
- relates personal interests, values, goals, aptitudes and abilities to career opportunities in this tourism sector

**Collaboration and Teamwork**

- cooperates with group members
- shares work appropriately among group members

**Information Sharing**

- demonstrates effective use of one or more communication media:
  - e.g., written, oral, audio-visual*
- communicates information in a logical sequence
- uses correct grammatical/technical conventions
- cites basic information sources
- thinks about learning and what has been learned

**COMMENTS**

**PRESENTATIONS/REPORTS****TOU1070-1**

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Module/Project: \_\_\_\_\_

Date: \_\_\_\_\_

TASK	OBSERVATION/RATING	STANDARD
Preparation and Planning	4 3 2 1 0 N/A	1
Content	4 3 2 1 0 N/A	1
Presentation	4 3 2 1 0 N/A	1

**STANDARD IS 1 IN EACH APPLICABLE TASK****Rating Scale***The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
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- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

**CRITERIA***The student:***Preparation and Planning**

- sets goals for presentation
- responds to directed questions and follow necessary steps to find answers
- accesses basic in-school/community information sources
- interprets and organizes information into a logical sequence
- records information accurately, using correct technical terms
- uses time effectively

**Content**

- identifies and uses appropriate terms
- lists tourism sites within tourism regions
- provides a brief overview of the national and provincial parks system
  - their history
  - appeal
  - role in Canada/Alberta
  - range of activities
  - general regulations

**Content (continued)**

- identifies basic regulations that affect tourism attraction operations
- illustrates the organization of an attractions business
- examines cultural attractions:
  - local/provincial
  - role in preserving culture
  - visitor appeal
  - range of activities
  - strategies to promote/preserve

**Presentation**

- demonstrates effective use of at least one medium of communication
- uses correct grammatical convention and technical terms through proofreading/editing
- provides an introduction that describes the purpose of the project
- communicates information in a logical sequence
- states a conclusion based on a summary of facts
- provides a reference list of information sources as required

**COMMENTS**

**PROBLEM SOLVING****TOU1070-2**

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Module/Project: \_\_\_\_\_

Date: \_\_\_\_\_

TASK	OBSERVATION/RATING	STANDARD
Identify Problem	4 3 2 1 0 N/A	1
Content Research	4 3 2 1 0 N/A	1
Consider, Select and Plan	4 3 2 1 0 N/A	1
Implement	4 3 2 1 0 N/A	1
Present	4 3 2 1 0 N/A	1
Evaluate/Reflect	4 3 2 1 0 N/A	1
Content	4 3 2 1 0 N/A	1

**STANDARD IS 1 IN EACH APPLICABLE TASK****Rating Scale***The student:*

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N/A Not Applicable

**TASK CHECKLIST***The student:***Identify Problem**

- accurately identifies problem from project brief or scenario
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**Conduct Research**

- conducts research and uses information effectively
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- considers and evaluates alternatives
- selects best alternative
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- includes specified procedures where required

**Implement**

- follows plan to resolve problem
- follows specified procedures as required
- manages personal learning including appropriate use of time and resources
- works safely and cooperatively

**Present**

- presents problem resolution to individuals and small groups as required
- identifies unresolved issues
- uses one or more communication media effectively
- communicates in a logical sequence

**Evaluate/Reflect**

- evaluates and reflects on success of resolving problems from a personal perspective

**Content**

- prepares criteria to evaluate an attraction facility:
  - physical attributes
  - staffing
  - range of services
  - ability to meet special needs
- develops strategies for accommodating individual guest requirements:
  - food service
  - accommodation
  - transportation
  - special needs
- examines a recreation attraction:
  - role in the industry
  - impact of visitor trends
  - range of activities
  - regulations that apply

**COMMENTS**

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Module/Project: \_\_\_\_\_

Date: \_\_\_\_\_

TASK	Observations Of Student	STANDARD
Planning and Presentation	4 3 2 1 0 N/A	1
Information Gathering and Processing	4 3 2 1 0 N/A	1
Content	4 3 2 1 0 N/A	1
Collaboration and Teamwork	4 3 2 1 0 N/A	1
Information Sharing	4 3 2 1 0 N/A	1

**STANDARD IS 1 IN EACH APPLICABLE TASK**

**Rating Scale**

*The student:*

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**CRITERIA**

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**Content**

- researches a variety of occupations in this sector

**Content (continued)**

- develops a job profile or three occupations in this sector and includes:
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  - education and training required for job entry
  - opportunities for advancement/entrepreneurship
  - wages and benefits
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**Collaboration and Teamwork**

- cooperates with group members
- shares work appropriately among group members

**Information Sharing**

- demonstrates effective use of one or more communication media:  
*e.g., written, oral, audio-visual*
- communicates information in a logical sequence
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- cites basic information sources
- thinks about learning and what has been learned

**COMMENTS**