



Scope and Sequence

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Cluster:	Hospitality & Tourism
Course Name:	§130.225 Travel and Tourism Management (One-Half to One Credit)
Course Description:	This course incorporates management principles and procedures of the travel and tourism industry as well as destination geography, airlines, international travel, cruising, travel by rail, lodging, recreation, amusements, attractions, and resorts. Employment qualifications and opportunities are also included in this course. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
Course Requirements:	This course is recommended for students in grades 10-12. Recommended prerequisite: Principles of Hospitality and Tourism.
Recommended Equipment:	Students must have access to computers and the Internet.

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
I. Principles of Time Management			
A. Time management B. Decision making	(10) The student develops principles in time management, decision making, effective communication, and prioritizing.	(A) apply effective practices for managing time and energy (B) analyze various steps in the decision-making process (C) discuss the importance of balancing a career, family, and leisure activities	<ul style="list-style-type: none"> • ME – Ch. 10 • PFDCC • PFDTIG • SPFL • TT
II. Leadership and Teamwork Skills			
A. Problem solving B. Team building C. Community service	(7) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.	(A) apply team-building skills (B) apply decision-making and problem-solving skills (C) apply teamwork and leadership qualities in creating a pleasant work environment (D) determine the impact of cultural diversity on teamwork (E) participate in community service opportunities to enhance professional skills	<ul style="list-style-type: none"> • HSFL – Ch. 23 • PFDCC • PFDTIG • SPFL • TT

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
III. Management Principles			
<p>A. Numerical concepts</p> <p>B. Products and services</p> <p>C. Industry functions</p> <p>D. Quality control systems</p>	<p>(5) The student understands roles within teams, work units, departments, organizations, inter-organization systems, and the larger environment of the travel and tourism industry.</p> <p>(11) The student uses technical knowledge and skills required to pursue careers in the travel and tourism industry.</p> <p>(1) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the travel and tourism industry.</p>	<p>(A) explain the functions and interactions of departments within a travel and tourism business</p> <p>(B) explain the functions and interactions of various travel and tourism businesses</p> <p>(C) implement quality-control systems and practices</p> <p>(D) develop and manage plans to accomplish organizational goals</p> <p>(E) formulate collaboration with other industries to provide an all-inclusive product for the customer</p> <p>(A) develop job-specific technical vocabulary</p> <p>(I) demonstrate an understanding of tourism sales and distribution systems</p> <p>(D) calculate correctly using numerical concepts such as percentages and estimations in practical situations</p> <p>(E) investigate the elements of geography that affect travel and tourism customer service</p> <p>(F) summarize how to use the state of the economy to plan products and service</p>	<ul style="list-style-type: none"> • HSCG – Ch. 7, 16-20 • HSFL – Ch. 16 • ME – Chapter 11 • Travel Industry Association of America www.ustravel.org • Texas Travel Industry Association www.ttia.org

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IV. Communication Skills			
<p>A. Written composition</p> <p>B. Verbal and nonverbal communication</p> <p>C. Presentation skills</p>	<p>(1) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the travel and tourism industry.</p>	<p>(A) organize oral and written information</p>	<ul style="list-style-type: none"> • HSFL – Ch. 23 • ME – Ch. 8
		<p>(B) compose a variety of written documents such as itineraries, thank you letters, presentations, and advertisements</p>	
		<p>(C) deliver different types of presentations such as informative, instructional, persuasive, and decision-making</p>	
	<p>(2) The student uses oral and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information.</p>	<p>(A) employ verbal skills when obtaining and conveying information</p>	
		<p>(B) use verbal and nonverbal communication skills effectively with individuals such as customers, coworkers, and employers to foster positive relationships</p>	
		<p>(C) develop and deliver presentations using appropriate technology to engage and inform audiences</p>	
	<p>(11) The student uses technical knowledge and skills required to pursue careers in the travel and tourism industry.</p>	<p>(J) demonstrate knowledge of destination and attraction planning and development, including the use of organizations such as convention and visitor's bureaus and state tourist boards</p>	

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V. Guest Services			
<p>A. Industry vocabulary</p> <p>B. Selling process</p> <p>C. Marketing research</p> <p>D. Cultural diversity</p>	<p>(11) The student uses technical knowledge and skills required to pursue careers in the travel and tourism industry.</p>	<p>(A) develop job specific technical vocabulary</p> <p>(B) use marketing techniques to sell products and services</p> <p>(C) evaluate current and emerging technologies to improve guest services</p> <p>(D) use different types of payment options</p> <p>(E) analyze customer service concepts</p> <p>(F) evaluate customer service scenarios</p> <p>(G) describe how customer service affects a company's bottom line</p> <p>(H) develop an awareness of cultural diversity to enhance travel planning by exploring differences in social etiquette, dress, and behaviors of different countries</p> <p>(J) demonstrate knowledge of destination and attraction planning and development, including the use of organizations such as convention and visitor's bureaus and state tourist boards</p>	<ul style="list-style-type: none"> • ME – Ch. 12-15, 28, 29 • American Hotel & Lodging Educational Institute www.ahlei.org • ITA Office of Travel & Tourism Industries www.tinet.ita.doc.gov

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VI. Industry Research			
<p>A. Critical thinking skills</p> <p>B. Making informed travel decisions</p> <p>C. Budgeting and forecasting</p> <p>D. Improving services and products</p>	<p>(3) The student solves problems using critical-thinking skills independently and in teams.</p>	<p>(A) generate creative ideas by brainstorming possible solutions</p> <p>(B) guide individuals through the process of making informed travel decisions</p> <p>(C) use principles of budgeting and forecasting to maximize profit and growth for travel and tourism establishments</p> <p>(D) analyze customer comments to formulate improvements in services and products and training of staff</p>	<ul style="list-style-type: none"> • ME – Ch. 28, 29 • ITA Office of Travel & Tourism Industries www.tinet.ita.doc.gov
VII. Industry Regulations and Compliance			
<p>A. Safety hazards</p> <p>B. Health codes</p> <p>C. Security measures</p>	<p>(6) The student understands the importance of health, safety, and environmental systems in the travel and tourism industry and their importance to organizational performance and regulatory compliance.</p>	<p>(A) identify hazards common to workplaces such as safety, health, and environmental hazards</p> <p>(B) use industry standards to implement safety precautions to maintain a safe worksite</p> <p>(C) demonstrate first aid and cardiopulmonary resuscitation</p> <p>(D) describe environmental procedures that ensure a facility is in compliance with health codes</p> <p>(E) describe how to respond to emergency situations</p> <p>(F) analyze potential effects caused by common chemicals and hazardous materials</p> <p>(G) analyze security measures to protect the guests, customers, and staff and to limit liability</p>	<ul style="list-style-type: none"> • HSCG – Ch. 11 • HSFL – Ch. 20 • Federal Emergency Management Agency www.fema.gov • ITA Office of Travel & Tourism Industries www.tinet.ita.doc.gov • Occupational Safety and Health Administration www.osha.gov • U.S. Food Safety and Inspection Service www.fsis.usda.gov • U.S. Department of Health & Human Services www.hhs.gov

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VIII. Information Technology			
<p>A. Verbal skills</p> <p>B. Workplace technology</p>	<p>(4) The student uses information technology tools specific to the travel and tourism industry to access, manage, integrate, and create information.</p> <p>(1) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the travel and tourism industry.</p> <p>(11) The student uses technical knowledge and skills required to pursue careers in the travel and tourism industry.</p>	<p>(A) operate electronic mail applications to communicate within a workplace</p> <p>(B) distinguish among the different modes of travel such as airline, cruise line, and rail</p> <p>(C) differentiate among recreation, amusement, attraction, and resort venues</p> <p>(D) use technology applications to perform workplace tasks</p> <p>(E) understand the travel arrangements system used for booking reservations</p> <p>(F) employ computer operations applications to manage work tasks</p> <p>(G) create complex multimedia publications</p> <p>(B) compose a variety of written documents such as itineraries, thank you letters, presentations, and advertisements</p> <p>(C) evaluate current and emerging technologies to improve guest services</p>	<ul style="list-style-type: none"> • HSCG – Ch. 4 • HSFL – Ch. 23 • MY – Ch. 9 • Hospitality Net www.hospitalitynet.org/list/1-10/154000320.html

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		(J) demonstrate knowledge of destination and attraction planning and development, including the use of organizations such as convention and visitor's bureaus and state tourist boards	
	(2) The student uses oral and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information.	(C) develop and deliver presentations using appropriate technology to engage and inform audiences	
IX. Employability Skills			
<p>A. Employment skills</p> <p>B. Professional portfolio</p> <p>C. Career performance</p>	(9) The student knows and understands the importance of employability skills and is able to explore and effectively plan for managing travel and tourism careers.	<p>(A) identify behaviors necessary to be employable and maintain employment such as positive work ethics and positive personal qualities</p> <p>(B) identify the training and education requirements that lead toward an appropriate certification for employment</p> <p>(C) demonstrate skills related to seeking employment in the travel and tourism industry</p> <p>(D) demonstrate proper interview techniques</p> <p>(E) update a career portfolio</p> <p>(I) interpret the effect of stress, fatigue, and anxiety on job performance</p>	<ul style="list-style-type: none"> • HSCG – Ch. 5 • HSFL – Ch. 23 • America's Career InfoNet www.acinet.org/acinet • Achieve Texas www.achievetexas.org • Career Clusters www.careerclusters.org • Job Star Central www.jobstar.org • Labor Market and Career Information www.lmci.state.tx.us • National Research Center for Career and Technical Education www.nccte.org • Small Business Administration www.sba.gov • Texas Workforce Commission www.twc.state.tx.us • U.S. Department of Labor

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		(J) complete required employment forms such as I-9, work visa, W-4, and licensures to meet employment requirements	U.S. Department of Labor www.dol.gov • U.S. Department of Labor - Occupational Outlook Handbook www.bls.gov/oco

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X. Professional Ethics			
A. Ethical reasoning B. Professional expectations	(8) The student knows and understands the importance of professional ethics and legal responsibilities.	(A) apply ethical reasoning to a variety of workplace situations in order to make decisions	<ul style="list-style-type: none"> • HSCG – Ch. 32 • MY – Ch. 12 • Career Clusters www.careerclusters.org
		(B) examine information on organizational policies in handbooks and manuals	
	(C) develop guidelines for professional conduct		
	(9) The student knows and understands the importance of employability skills and is able to explore and effectively plan for managing travel and tourism careers.	(A) identify behaviors necessary to be employable and maintain employment such as positive work ethics and positive personal qualities	
		(L) explore entrepreneurship opportunities	
XI. Professional Development			
A. Training opportunities B. Entrepreneurship	(9) The student knows and understands the importance of employability skills and is able to explore and effectively plan for managing travel and tourism careers.	(F) identify and exhibit traits for retaining employment	<ul style="list-style-type: none"> • HSCG – Ch. 6 • HSFL – Ch. 24 • MY – Ch. 11
		(G) investigate professional development training opportunities to keep current within the industry	
		(H) examine appropriate credentialing requirements to maintain compliance with industry requirements	
		(K) research the local and regional labor workforce market to determine opportunities for advancement	

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
Resources: Books			
CC	Career Choices (text with online access), Academic Innovations, 2003		ISBN: 1878787004
HSCG	Hospitality Services Curriculum Guide, Reference Book, Student Activity, and Tests, Curriculum Center for FCS, 2003		www.depts.ttu.edu/hs/ccfcs
HSFL	Hospitality Services: Food and Lodging, Goodheart-Wilcox		ISBN: 1590701526
ME	Marketing Essentials, Glencoe/McGraw Hill Division, 2002		ISBN: 26441918
MY	Marketing Yourself, Cengage Learning Inc./South-Western, 2004		ISBN: 538436409
PFDC	Personal and Family Development Curriculum Caddy, CEVMultimedia, Ltd., 2004		ISBN: 1569186596
PFDTIG	Personal and Family Development Teacher's Instructional Guide, Curriculum Center for FCS, 2008		www.depts.ttu.edu/hs/ccfcs
SPFL	Skills for Personal and Family Living, Goodheart-Wilcox Company, 2004		ISBN: 1590701003
TT	Today's Teen, Glencoe/McGraw-Hill Division, 2004		ISBN: 78463696
Resources: Websites			
America's Career InfoNet	www.acinet.org/acinet		
American Hotel & Lodging Educational Institute	www.ahlei.org		
Achieve Texas	www.achievetexas.org		
Federal Emergency Management Agency	www.fema.gov		
Hospitality Net	http://www.hospitalitynet.org/news/index.html		
ITA Office of Travel & Tourism Industries	http://tinet.ita.doc.gov		
Job Star Central	www.jobstar.org		
Labor Market and Career Information	www.lmci.state.tx.us		
National Research Center for Career and Technical Education	www.nccte.org		
Occupational Safety and Health Administration	www.osha.gov		
Small Business Administration	www.sba.gov		
Travel Industry Association of America	www.ustravel.org		
Texas Travel Industry Association	www.ttia.org		

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Texas Workforce Commission	www.twc.state.tx.us		
U.S. Food Safety and Inspection Service	www.fsis.usda.gov/		
U.S. Department of Health & Human Services	www.hhs.gov		
U.S. Department of Labor	www.dol.gov		
U.S. Department of Labor - Occupational Outlook Handbook	www.bls.gov/oco		