This lesson will provide you with a brief overview of this course.
Has anyone ever heard of Career and Technical Education?
Have students brainstorm: What do you think it is?
Career and Technical Education (CTE)

Definition #1:
Career and Technical Education (CTE) instruction aims at developing foundational skills, core workplace competencies, and specific skill competencies in various occupational areas.

Definition #2:
Career and Technical Education (CTE) prepares young people to manage the dual roles of family member and wage earner and enable students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education.

Allow a student to read the definitions for Career and Technical Education. Provide students with an index card and have them write a definition for CTE in their own words. Share responses.

If you choose to further explore the topic of Career and Technical Education, please see About CTE Presentation http://cte.unt.edu/home/about.html
Career and Technical Education (CTE)

Internships, practicum courses, career preparation courses, dual enrollment programs, and apprenticeships are a few venues that deliver career and technical education by providing meaningful opportunities for learners to apply their academic and technical skills.

Allow student a few moments to read the information on the slide and on the back of their index card write down all unfamiliar terms. Lead a brief class discussion on the contents of the slide. Define and provide examples of all unfamiliar terms. Inform students of CTE venues available in your district, your campus and your program.
### Career and Technical Education

**Historical Side Notes:**

In the past, Career and Technical Education (CTE) was organized by program areas, but is now organized by career clusters.

**Example:**

Family and Consumer Sciences (program area) courses are now located in five career clusters:

- Architecture and Construction (Interior Design courses)
- Arts, AV Technology and Communication (Fashion Design courses)
- Education and Training
- Hospitality and Tourism
- Human Services

Architecture and Construction (Interior Design courses) and Arts, AV Technology and Communication (Fashion Design courses) cluster information can be found at [http://cte.unt.edu/](http://cte.unt.edu/)
Career and Technical Education (CTE)

- You are currently enrolled in the course Travel and Tourism Management
- **Travel and Tourism Management** is a CTE course
- You are a CTE student
- I am a CTE instructor
Provide a copy of this slide to the students.

The 16 clusters identified by the U.S. Department of Education, classify workforce preparation programs that are obtained through career and technical education.

What cluster do you think Travel and Tourism Management falls under? Have students read the descriptors for each cluster?
The course Travel and Tourism Management is in the Hospitality and Tourism Clusters.

If time permits, allow students to discuss other CTE courses available at your campus and determine their career clusters.
Travel and Tourism Management is in the Hospitality and Tourism Cluster.
The Texas Education Agency has approved 9 high school courses in Hospitality and Tourism. Not all high schools offer all courses.

What is a sequence?

The goal of CTE in high school is to progress through a sequence of courses that lead to the attainment of academic and technical skills.

Discuss the sequence for Hospitality and Tourism on your campus/district.

If applicable, discuss other courses/sequences offered at your campus and in your district.

Inform students that it is possible to incorporate courses from other sequences or clusters into their personal program of study.
Example:
Sandra wants to be a high school coach. In addition to her education and training courses, she asks her counselor to enroll her in the course DOLLARS and SENSE (Human Services cluster) so that she can learn about handling finances.

In the future, Juan would like to become an elementary school principal. In addition to his education and training courses, Juan asked his counselor to enroll him in CHILD DEVELOPMENT, (Human Services cluster) so he can learn as much as he can about children.
Encourage students to speak to their counselors.

Recommended sequences for all cluster courses can be found at:
http://www.tea.state.tx.us/index2.aspx?id=5415
Review the sequence available for your course.

If time permits, allow students to determine the sequences available for other CTE courses on their campus/district.
Each cluster has various Programs of Study. We have already established that Travel and Tourism Management is in the Hospitality and Tourism career cluster. There are four Programs of Study in Hospitality and Tourism:

- Restaurants and Food/Beverage Services
- Lodging
- Travel and Tourism
- Recreation, Amusements, and Attractions

What Program of Study interests you?
Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.
Review the contents of this chart with students, helping them make a connection between the cluster, selected program of study/pathway and possible career/occupations available to them.

This chart and frames for all career clusters can be found at: http://www.careertech.org/career-clusters/resources/career-frames.html
Click on logo to link to AchieveTexas Hospitality and Tourism component.
Travel & Tourism
Cluster Overview: Encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events, and travel related services.

Career Goal (O*NET Code):
- Travel Agent (41-3041)
- Private Sector Executive (11-1011)
- Program Director (27-2012)
- Sales Manager (11-2022)
- Tour/Travel Guide (39-6021)
- Ticket Agent & Travel Clerk (43-4181)

Student Name: ____________________________________________
Grade: ____________________________________________
School: __________________________________________________

SUGGESTED COURSEWORK
EXTENDED LEARNING EXPERIENCES

Middle School
8th Grade:
- HS Courses: (Local districts may list high school credit courses here)
- Curricular Experiences:
- Extracurricular Experiences:
  - Language Immersion Programs
  - School Newspaper
  - Student Government
  - UIL Academic Competitions
  - Yearbook
  - Business Professionals of America
  - DECA

High School
9th Grade:
- Core Courses:
  - English I
  - Algebra I
  - Biology
  - World Geography
  - Languages other than English I
  - Physical Education
- Career-Related Electives:
  - Principles of Hospitality and Tourism

10th Grade:
- Core Courses:
  - English II
  - Geometry
  - Chemistry
  - World History
  - Languages other than English II
- Career Learning Experiences:
  - Career Preparation
  - Internship
  - Job Shadowing
- Service Learning Experiences:
  - Boy Scouts of America
  - Campus Service Organizations
  - Community Service Volunteer
  - Dynamic Leadership
  - Girl Scouts of the USA
  - Peer Mentoring / Peer Tutoring
- Career-Related Electives:
  - Interpersonal Studies or Travel and Tourism Management

11th Grade:
- Core Courses:
  - English III
  - Mathematical Models with Applications
  - Physics
  - United States History
  - Professional Communications
- Career-Related Electives:
  - Hospitality Services or Human Resource Management or Languages other than English III or Business Management

12th Grade:
- Core Courses:
  - English IV
  - Algebra II
  - Environmental Systems
  - Government/Economics
  - Fine Arts
- Students should take Advanced Placement (AP), International Baccalaureate (IB), dual credit, Advanced Technical Credit (ATC), or locally articulated courses (Tech Prep), if possible.
- List those courses that count for college credit on your campus.
- Career-Related Electives:
  - Practicum in Hospitality and Tourism or Problems and Solutions or Languages other than English IV

COLLEGE CREDIT OPPORTUNITIES

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Sample Bachelor Degrees

- Hospitality Administration
- Hospitality Management
- Hotel and Restaurant Management
- Restaurant, Hotel, and Institutional Management
- Tourism Management
Sample Graduate Degrees

- Hospitality Administration
- Hospitality Management
- Hotel and Restaurant Management
- Restaurant, Hotel, and Institutional Management
- Tourism Management
Sample Career Options

- Bell Attendant
- Concierge
- Front Desk Clerk
- Manager Trainee
- Rooms Division Specialist
- Assistant Executive Housekeeper
- Front Office Assistant Manager
- Hotel Assistant Manager
- Convention Services Manager
- Executive Housekeeper
- Front Office Manager
- Lodging Manager
- Corporate Service Trainer
- Executive Director
- Training and Development Specialist
- Recreations Manager
- Vice President of Operations
(3) The student identifies the importance of a well-written business plan. The student is expected to:

(A) categorize a business plan and the need for a well-orchestrated business plan;
(B) research business plan outlines, resources, and templates using web search engines;
(C) explain a marketing plan, including price competition, non-price competition, market analysis, competition, marketing research, market segmentation, demographics, and sales forecasting;
Provide students with a copy of the course TEKS. Inform students that they will be referring to this document throughout the school year. Stress that all TEKS listed will be addressed.
Provide students with activities that correspond to the TEKS.
Provide students with activities that correspond to the TEKS.
(3) The student solves problems using critical-thinking skills independently and in teams. The student is expected to:

(A) generate creative ideas by brainstorming possible solutions;
(B) guide individuals through the process of making informed travel decisions;
(C) use principles of budgeting and forecasting to maximize profit and growth for travel and tourism establishments; and
(D) analyze customer comments to formulate improvements in services and products and training of staff.

Provide students with activities that correspond to the TEKS.
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Provide students with activities that correspond to the TEKS.
(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. The student is expected to:

- (A) identify hazards common to workplaces such as safety, health, and environmental hazards;
- (B) use industry standards to implement safety precautions to maintain a safe worksite;
- (C) demonstrate first aid and cardiopulmonary resuscitation;
- (D) describe environmental procedures that ensure a facility is in compliance with health codes;
- (E) describe how to respond to emergency situations;
- (F) analyze potential effects caused by common chemicals and hazardous materials; and
- (G) analyze security measures to protect the guests, customers, and staff and to limit liability.

Provide students with activities that correspond to the TEKS.
(7) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to:

(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; and
(E) participate in community service opportunities to enhance professional skills.

Provide students with activities that correspond to the TEKS.
(8) The student knows and understands the importance of professional ethics and legal responsibilities. The student is expected to:

(A) apply ethical reasoning to a variety of workplace situations in order to make decisions;
(B) examine information on organizational policies in handbooks and manuals; and
(C) develop guidelines for professional conduct.

Provide students with activities that correspond to the TEKS.
The student knows and understands the importance of employability skills and is able to explore and effectively plan for managing travel and tourism careers. The student is expected to:

(A) identify behaviors necessary to be employable and maintain employment such as positive work ethics and positive personal qualities;
(B) identify the training and education requirements that lead toward an appropriate certification for employment;
(C) demonstrate skills related to seeking employment in the travel and tourism industry;
(D) demonstrate proper interview techniques;
(E) update a career portfolio;
(F) identify and exhibit traits for retaining employment;
(G) investigate professional development training opportunities to keep current within the industry;
(H) examine appropriate credentialing requirements to maintain compliance with industry requirements;
(I) interpret the effect of stress, fatigue, and anxiety on job performance;
(J) complete required employment forms such as I-9, work visa, W-4, and licenses to meet employment requirements;
(K) research the local and regional labor workforce market to determine opportunities for advancement; and
(L) explore entrepreneurship opportunities.

Provide students with activities that correspond to the TEKS.
(10) The student develops principles in time management, decision making, effective communication, and prioritizing. The student is expected to:

(A) apply effective practices for managing time and energy;
(B) analyze various steps in the decision-making process; and
(C) discuss the importance of balancing a career, family, and leisure activities.

Provide students with activities that correspond to the TEKS.
Provide students with activities that correspond to the TEKS.
End of Course Project Options – Travel and Tourism Management instructional lesson can be found on the SIRDC website.
Title on slide is hyperlinked to slide presentation for said lesson.
Overview of Culinary Arts course topics.
Are there any questions?
Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.

Instruct students to create their interpretation of the information on this slide. It may be used as the coversheet for their class binder, folder or journal. Students may draw or use a computer to complete the task.

Criteria used for assessment of project:
Must include all five components
Creativity
Neatness
Spelling and grammar
Resources and References

Websites:

- AchieveTexas
  A college and career initiative designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine rigorous academics and relevant career education.
  http://www.achievetexas.org/

- Learning that Works for America CTE™
  Sponsored by The National Association of State Directors of Career Technical Education Consortium (NASDCTEc). Aims to support an innovative CTE system that prepares individuals to succeed in education and their careers.
  http://www.careertech.org/

- Texas Education Agency
  Texas Essential Knowledge and Skills. The mission of the Texas Education Agency is to provide leadership, guidance and resources to help schools meet the educational needs of all students.
  http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html