



## Hospitality and Tourism: Recreation, Amusements and Attractions

### Career Pathway Plan of Study for ▶ Learners ▶ Parents ▶ Counselors ▶ Teachers/Faculty

This Career Pathway Plan of Study (based on the Recreation, Amusements and Attractions Pathway of the Hospitality and Tourism Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. \*This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Recreation, Amusements and Attractions Pathway	SAMPLE Occupations Relating to This Pathway
<i>Interest Inventory Administered and Plan of Study Initiated for all Learners</i>								
SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	<ul style="list-style-type: none"> <li>• Introduction to Hospitality and Tourism</li> <li>• Information Technology Applications</li> </ul>	<ul style="list-style-type: none"> <li>▶ Club Personnel</li> <li>▶ Family Centers               <ul style="list-style-type: none"> <li>• Manager</li> <li>• Equipment Operator</li> <li>• Maintenance Personnel</li> </ul> </li> <li>▶ Facilities Manager</li> <li>▶ Fairs/Festivals               <ul style="list-style-type: none"> <li>• Event Planner</li> <li>• Supervisor</li> <li>• Manager</li> <li>• Promotional Developer</li> </ul> </li> <li>▶ Gaming and Casino               <ul style="list-style-type: none"> <li>• Manager</li> <li>• Supervisor</li> <li>• Dealer</li> <li>• Maintenance Personnel</li> <li>• Security and Safety Personnel</li> </ul> </li> <li>▶ Historical/Cultural/ Architectural Ecological               <ul style="list-style-type: none"> <li>• Guide</li> <li>• Ranger</li> </ul> </li> <li>▶ Museums/Zoos/ Aquariums Personnel</li> <li>▶ Parks and Gardens Ranger</li> <li>▶ Resort Trainer and Instructor</li> <li>▶ Sports Promoter</li> <li>▶ Theme Parks/Amusement Parks Personnel</li> <li>▶ Ticket Vendor</li> </ul>
	10	English/ Language Arts II	Geometry	Biology	U.S. History		<ul style="list-style-type: none"> <li>• Service Marketing</li> </ul>	
	11	English/ Language Arts III	Algebra II	Chemistry	World History Economics		<ul style="list-style-type: none"> <li>• Event and Project Planning and Management</li> </ul>	
	<i>College Placement Assessments-Academic/Career Advisement Provided</i>						<ul style="list-style-type: none"> <li>• Marketing for Hospitality and Tourism</li> <li>• Hospitality and Tourism Internship</li> </ul>	
	12	English/ Language Arts IV	Research or Statistics or Finance/ Accounting	Physics	Psychology Geography			
<i>Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.</i>								
POSTSECONDARY	Year 13	English Composition English Literature	Algebra Statistics	Food Science Principles of Engineering	Political Science Economics	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	<ul style="list-style-type: none"> <li>• Development and Management of Attractions and Events</li> <li>• Issues of Safety and Security</li> </ul>	
	Year 14	Speech/ Oral Communication	Accounting	Biological Science Applied Physics	Sociology Psychology		<ul style="list-style-type: none"> <li>• Merchandising the Recreation Industry</li> <li>• Overview of Gaming</li> </ul>	
	Year 15	Continue courses in the area of specialization.					<ul style="list-style-type: none"> <li>• Continue Courses in the Area of Specialization</li> </ul>	
	Year 16						<ul style="list-style-type: none"> <li>• Complete Recreation, Amusements and Attractions Major (4-Year Degree Program)</li> </ul>	

### *Creating Your Institution's Own Instructional Plan of Study*

**With a team of partners (secondary/postsecondary teachers and faculty, counselors, business/industry representatives, instructional leaders, and administrators), use the following steps to develop your own scope and sequence of career and technical courses as well as degree major courses for your institution's plan of study.**

- 1** Crosswalk the Cluster Foundation Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=90>) to the content of your existing secondary and postsecondary programs/courses.
- 2** Crosswalk the Pathway Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=45>) to the content of your existing secondary/postsecondary programs and courses.
- 3** Based on the crosswalks in steps 1 and 2, determine which existing programs/courses would adequately align to (cover) the knowledge and skills. These programs/courses would be revised to tighten up any alignment weaknesses and would become a part of a sequence of courses to address this pathway.
- 4** Based on the crosswalks in steps 1 and 2, determine what new courses need to be added to address any alignment weaknesses.
- 5** Sequence the **content** and **learner outcomes** of the existing programs/courses identified in step 3 and new courses identified in step 4 into a course sequence leading to preparation for all occupations within this pathway. (See list of occupations on page 1 of this document.)
- 6** The goal of this process would be a series of courses and their descriptions. The names of these courses would be inserted into the *Career and Technical Courses* column on the Plan of Study on page 1 of this document.
- 7** The SAMPLE on page 4 is a **sample result** of steps 1-6, and these course titles are inserted into the Plan of Study on page 1 of this document.
- 8** Crosswalk your state academic standards and applicable national standards (e.g., for mathematics, science, history, language arts, etc.) to the sequence of courses formulated in step 6.

***Below are suggested courses that could result from steps 1-6 above. However, as an educational institution, course titles, descriptions and the sequence will be your own. This is a good model of courses for you to use as an example and to help you jump-start your process. Course content may be taught as concepts within other courses, or as modules or units of instruction.***

**The following courses are based on the Cluster Foundation Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=90>. These skills are reinforced through participation in student organization activities.**

#1

*Introduction to Hospitality and Tourism:* This is a core course designed to give students an overview of careers in the hospitality and tourism industry. Areas of study include but are not limited to food service, lodging, travel and tourism, and recreation, amusements and attractions. A job-shadowing component is included, and this course gives students a strong foundation for the hospitality and tourism career pathways. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.

#2

*Information Technology Applications:* Students will use technology tools to manage personal schedules and contact information, create memos and notes, prepare simple reports and other business communications, manage computer operations and file storage, and use electronic mail, Internet applications and GIS to communicate, search for and access information. Students will develop skills related to word processing, database management and spreadsheet applications.

**The following course is based on the Cluster Foundation Knowledge and Skills as well as the Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=45>. These skills are reinforced through participation in student organization activities.**

#3

*Service Marketing:* This course includes marketing concepts and foundations including economics, math, communication and interpersonal skills, promotion, salesmanship, leadership and competencies required to secure and hold jobs.

**The following courses expose students to Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=45> and should include appropriate student activities.**

#4

*Event and Project Planning and Management:* This course introduces the basic accounting used in the travel and tourism industry. Students will learn to organize and plan in-house events including conferences, meetings and celebrations. Students will develop event management skills including choosing a theme, establishing a budget, selecting a venue, organizing catering and security, and reaching a target audience.

#5

*Marketing for Hospitality and Tourism:* This course includes marketing principles and practices specifically applied to the hospitality and tourism industry, including the analysis of various marketing strategies and the implications of those strategies. Students will develop marketing tools as an integral part of the hospitality and tourism industry, learn how to use principles of entrepreneurship to start and maintain a business in this field, and consider the impact of frequent traveler programs and related discounts.

#6

*Hospitality and Tourism Internship:* Students will coordinate learning employability knowledge and skills of the hospitality and tourism industry with an on-site internship in a recreation, amusement or attraction enterprise.

#7

*Development and Management of Attractions and Events:* Students will explore the types, structure and career opportunities of recreation, amusements and attractions to gain awareness of diverse operational units in hospitality and tourism. Students will study the various operational departments in each segment of the pathway to gain knowledge of the maintenance technology, merchandising, program and product potential in each venue. Students will study admission procedures and facility infrastructure to manage and control individuals and groups and meet their accessibility needs, explore different ticket sales options, examine traffic control issues as they apply to people and vehicles, and evaluate the types of information and directions guests would need at entry to be familiar with their surroundings.

#8

*Issues of Safety and Security:* Course content includes safety and security issues unique to hospitality and tourism, particularly recreation, amusements and attractions, to provide appropriate safety and security measures. Students will research and create a resource base using alternative plans, proactive and reactive solutions to manage any emergency situation, and review safety and security issues to establish procedures for customer education. Students will examine issues of liability and strategies for risk management.

#9

*Merchandising the Recreation Industry:* Students will evaluate the unique operational departments in hospitality and tourism to develop marketing strategies in recreation, amusements and attractions. Students will study the different venues in hospitality and tourism to gain knowledge of merchandising, develop new programs and/or products, and discover the economic impact of these establishments on the community.

#10

*Overview of Gaming:* Students will be introduced to the knowledge and skills in gaming operations, guest relations and customer service, gaming facility management, marketing, gaming law and regulations, personnel administration, social issues in gaming and other areas critical to the success of gaming industry professionals.



# Notes

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