PHILOSOPHY

Business and Technology Education

The philosophy of business and technology education is to assist students in becoming productive and contributing members of society capable of self-sufficiency, lifelong learning and adapting to change.

Business and technology programs are competency-based, providing experiential learning that uses employment-related content to contribute to the development of a student's basic, academic and problem-solving skills, general employability attributes, and specific occupational knowledge. The acquisition of these skills, knowledge and attributes prepares students for success in employment, further education and their personal lives.

Business and technology education serve diverse individual interests, accommodate different learning styles, and provide students with opportunities to master essential skills through practical application. Courses within our departments require students to demonstrate their knowledge, skills, and attitudes through hands-on experiences.
STATEMENT OF PURPOSE

Business and Technology Education

This curriculum has been organized to align the Newtown High School business and technology education programs with the State of Connecticut Vocational-Technical Education Policy Statement, the National Standards for Business Education, the Newtown School District Quality Model and the High School Common Denominator.

As stated in our philosophy, our business and technology programs are competency-based, providing experiential learning for our students to become contributing citizens of our society. Further, the acquisition and melding of skills, knowledge and attributes prepare students for success in employment, additional education, and their personal lives. Analogous to this philosophy is the vision statement of the Common Denominator document, "The purpose of our school is to prepare all students to be productive workers, lifelong learners, and responsible citizens."

To this end, our curricula is designed with heavy emphasis on the Common Denominator's productive worker. In addressing the productive worker essential question, "How do I know that I have created and produced significant work?", we endorse and adhere to the follow content standards:

- The student accesses, organizes, analyzes, interprets, and uses information to create an accurate and sound project.
- The student communicates effectively with others in completing a project.
- The student evaluates both process and product to improve the project.
- The student sets goals, develops a plan to meet the goals, monitors and readjusts when necessary for goal attainment.
- The student demonstrates pride in workmanship.

We believe that these standards are the essential operating elements within all the courses taught in our programs.
TRAVEL AND TOURISM

Course Overview

**Essential Question:**

Can you get there from here?

**Content Standards:**

- The student will be able to analyze and assess the impact that the travel and tourism industry has on our society and how it relates economically, socially, culturally, globally and environmentally.

- The student will be able to identify and incorporate into a detailed, working itinerary those policies, practices, rules, regulations and guidelines associated with the airline industry.

- The student will be able to evaluate and suggest the most appropriate lodging accommodations for the leisure traveler.

- The student will be able to summarize the development of surface travel industries (cruises, car rentals, rail and motorcoach travel) and provide suggestions and recommendations for those appropriate travel services.

- The student will be able to determine what attracts travelers to different destinations and provide information on the various ways to assemble and "package" a tour.

- The student will be able to outline the development of automated reservations systems and prepare documents that can facilitate a travel agency's internal operations.

- The student will be able to discuss the special issues of international travel, such as documentation, customs regulations, entry requirements, and foreign currency requirements.

- The student will be able to describe the motivations, needs and expectations of business travelers and furnish them with those special services and features that the airline, hotel, and car rental industries offer.

- The student will be able to explain the importance of ethics of professional conduct and how personal work habits and attitudes affect the behavior of others.
TRAVEL AND TOURISM

Unit 1

THE TRAVEL AND TOURISM INDUSTRY

The Travel Industry Past
The Impact of Tourism
The Travel Industry Present
The Travel Agency
Career Opportunities

Unit 2

THE AIRLINE INDUSTRY

Air Travel
Airline Geography
Itinerary Planning
Career Opportunities

Unit 3

THE ACCOMMODATIONS INDUSTRY

Hotels
Motels
Resorts
Career Opportunities

Unit 4

THE SURFACE TRAVEL INDUSTRIES

Cruises
Car Rentals
Rail and Coach Travel
Career Opportunities

Unit 5

DESTINATION DEVELOPMENT

Tour Packages
Wholesalers
Charters
Channels of Distribution
Career Opportunities

Unit 6

TICKETING AND TRAFFIC DOCUMENTS

Prices, Fares and Taxes
Automation and Computer-Generated Documents
Unit 7

INTERNATIONAL TRAVEL

Customs and Traditions
Passports, Visas and other Permits
Fares and Ticketing
Career Opportunities

Unit 8

BUSINESS TRAVEL

The Frequent Business Traveler
Frequent Traveler Programs
Convention Planning
Incentive Travel
Career Opportunities

Unit 9

ETHICAL RESPONSIBILITIES

Ethical Conduct
Ethical Responsibilities to Clients, Vendors, and Employees
Unit 1: The Travel and Tourism Industry

Essential Question:
Can you get there from here?

Content Standard:
The student will be able to analyze and assess the impact that the travel and tourism industry has on our society and how it relates economically, socially, culturally, globally and environmentally.

Objectives:
The student will:

− Discuss the major historical influences that have affected the development of the worldwide travel and tourism industry;
− Discuss how tourism affects people's attitudes toward different societies, cultures, and the environment;
− Identify positive and negative social and cultural effects of tourism;
− Explain methods by which travel professionals can work toward solving social and economic problems associated with tourism;
− Analyze the differences in the needs of families, single travelers, and travelers with special interests;
− Explain how computer automation has influenced various industry segments;
− List the functions of a retail travel agency.

Suggested Resources:
Foster, An Introduction to Travel and Tourism, Glencoe Publishing Co., pp. 7-57;
Howell, Passport. South-Westem Publishing Co., pp. 2-52, 192-244, and 324-345;
Hudman and Jackson, Geography of Travel and Tourism, Third Edition, Delmar Publishing Company;
Travel Weekly. Calmer Publishing Company;
www.twcrossroads.com
www.resenbluth.com
www.travelhealth.com

Suggested Performance Assessment:
1. Create a visual documentary (oral, visual and multimedia) that charts the history of travel and tourism, the history of the commercial aviation industry in relation to modern air travel and the history of the hotel industry in relation to the needs of modern business and leisure travelers. Your documentary should address, in part, the following questions:

2. What role did the development of new technologies play in the development of the travel industry? What technologies were the most influential? What social, economic, and industrial factors influenced the development of the modern hotel industry? Which individuals were the most influential in shaping the hotel industry? What were their important contributions? How do socioeconomic and environmental problems affect the tourism industry? What influences do businesses, institutions and families have on the travel industry?
Performance Standards:

1. The student identifies the origins of tourism.

2. The student defines the Age of European Discovery, the Rail Age, the Steamship Age, the Golden Age of Hotels and the Jet Age.

3. The student illustrates the economic benefits of tourism in a developing country.

4. The student examines potential economic drawbacks associated with tourism development.

5. The student discusses cross-cultural awareness and explains its importance.

6. The student analyzes positive and negative effects of tourism on the environment.

7. The student identifies major travel products, vendors and end-users.

8. The student lists the major categories of travel.

9. The student discusses the needs of corporate, commercial and institutional travelers.

10. The student assesses the impact automation has on today's travel industry.

11. The student uses reference materials in planning itineraries.

12. The student explains the role of the Airlines Reporting Corporation (ARC) and the International Air Transport Association (IATA) in the retail travel industry.
Unit 2: The Airline Industry

**Essential Question:**
Can you get there from here?

**Content Standard:**
The student will be able to identify and incorporate into a detailed, working itinerary those policies, practices, rules, regulations and guidelines associated with the airline industry.

**Objectives:**
The student will

- Identify domestic and international conferences;
- Discuss code-sharing agreements;
- Explain the hub and spoke system;
- Understand passenger services, rules, and classes of service;
- Explain the term airline geography;
- Determine the locations of major business destinations and tourism attractions;
- Discuss the use of city and airport codes; and
- Construct itineraries using airline timetables, the Official Airline Guide, and other pertinent resource materials.

**Suggested Resources:**

World Travel Guide, Amadeus Global Travel Distribution;
Gray Line Travel Guide;
Weissman Travel Reports, North American Profiles
Weissman Travel Reports, City Profiles

www.cheaptickets.com
www.previewtravel.com
www.priceline.com
www.travelnow.com
www.travelocity.com
www.trip.com
www.(major airlines).com
Suggested Performance Assessment:

1. Beginning with Unit 2, you will build a custom independent tour called an FIT which will be based on your own "dream vacation". You will add on to your FIT as you progress through the units of the course. Your completed FIT will incorporate the essential components that are discussed in the accompanying units.
   A. Define your own "dream vacation". Start by preparing a written list of the major countries you would like to visit. (Minimum requirements: four destinations—two domestic and two international)
   B. Research the address and telephone number of the nearest tourist office of each destination on your list.
   C. Write a letter to the tourist office of each destination on your list. Request literature about travel to your chosen destination and request that the information be sent to you.
   D. Prepare a preliminary day-to-day destination itinerary.
   E. Prepare an air itinerary for all air segments in your FIT.

Performance Standards:

1. The student identifies airline classifications and provides examples of various types of carriers.
2. The student lists correct carrier codes for major domestic and international airlines.
3. The student describes major aircraft by equipment code, flight range, and passenger capacity.
4. The student explains common passenger rules governing travel by air.
5. The student uses and interprets city and airport codes.
6. The student writes and interprets city pairs.
7. The student constructs itineraries utilizing various planning tools.
Unit 3: The Accommodations Industry

Essential Question:
Can you get there from here?

Content Standard:
The student will be able to evaluate and suggest the most appropriate lodging accommodations for the leisure traveler.

Objectives:
The student will:

− Discuss hotel chains, franchises, management contracts and referral organizations;
− Explain how hotels are classified by physical characteristics, price level, service range and clientele; and
− Identify reference tools for researching, recommending, and booking hotels, motels and resorts.

Suggested Resources:
Howell, *Passport*, South-Western Publishing Co., pp. 163-190;
Hotel and Travel Index, Cahners Travel Group;
Official Hotel Guides, Reed Travel Group;
Premier Hotels and Resorts, Advanstar Communications;

Suggested Performance Assessment:

1. Prepare a comparison chart of lodging establishments in different categories (deluxe, superior, standard and economy), focusing on a specific North American, Hawaiian or Caribbean destination. Select ten properties for comparison and include the following: property name, property location, category, rate range, distinguishing features. Orally explain your comparison chart and present your findings.

2. Continue preparing your FIT tour based on your "dream vacation". Select the hotels or resorts for each destination on your FIT, taking into account the location, level of luxury, type of accommodations, and price range. Prepare a voucher for each hotel reservation on your itinerary.
Performance Standards:

1. The student identifies four rate categories of hotels and resorts.
2. The student explains the economic factors that determine hotel/motel/resort room rates.
3. The student names and explains the most common types of meal plans.
4. The student lists the information that is required to place a hotel reservation.
5. The student researches and recommends appropriate lodging properties and arrangements for a variety of leisure travelers.
Unit 4: The Surface Travel Industries

**Essential Question:**
Can you get there from here?

**Content Standard:**
The student will be able to summarize the development of surface travel industries (cruises, car rentals, rail and motor coach travel) and provide suggestions and recommendations for those appropriate travel services.

**Objectives:**
The student will:

- Explain historical trends and developments that influenced the evolution of the cruise industry, the car rental industry and the rail industry;
- Describe the benefits of a cruise in comparison with alternative leisure and travel options;
- Identify the important factors in cruise research and selection;
- Discuss market factors that determine the selection of a rental car in terms of rate and car type;
- Describe the main benefits of rail travel; and
- Describe the benefits of travel by motor coach.

**Suggested Resources:**

Official Cruise Guide, Reed Travel Group;
The Critical Guide to Hotels and Cruise Ships, Star Service;
World Travel Guide, Amadeus Global Travel Distribution;
Official Travel Industry Directory, Advanstar Communications;
Weissman Travel Reports, Ports of Call; and
www.accl-smallships.com
www.carnival.com
www.princess.com
www.rccl.com
Suggested Performance Assessment:

1. Continue preparing your FIT tour based upon your "dream vacation".

2. If your trip includes destinations in the Caribbean, South Pacific, Mexico or the Mediterranean, include a cruise for a portion of the itinerary. Decide on a budget, time allowance, ship and type of accommodations. Research several cruises and select one for your FIT. Critical information to obtain from your research: cruise line, departure date, departure city, embarkation time, type of accommodations, meal seating, cost.

3. If your trip includes renting a car, research available car rental companies, car types and rates in each destination of your trip. Prepare a voucher for each segment of your trip itinerary that includes a car rental.

4. Your trip includes both domestic and international destinations. For your international segment, include a side trip by rail. For your domestic travel, include a rail trip on Amtrak for a portion of your trip.

5. Include in your itinerary a coach excursion tour. This tour can be a part of either your domestic or international segment. Prepare a voucher for this motor coach service.

Performance Standards:

1. The student explains terms relative to the cruise industry.

2. The student discusses the factors that influence cabin selection and determines cost.

3. The student compiles the necessary information required to book a cruise.

4. The student identifies popular cruise destinations and itineraries.

5. The student identifies major car rental chains.

6. The student identifies the elements of a car type code.

7. The student explains various rate type programs.

8. The student compiles the information required to book a car rental.

9. The student explains the information in a rental agreement.

10. The student describes the features of international rail travel (Eurail system, Eurailpass and Britrail pass).

11. The student identifies various types of accommodations on Amtrak trains.

12. The student discusses classes of service and rail fares.

13. The student collects the information that is required to book an Amtrak reservation.

14. The student understands the benefits of travel by motor coach.
Unit 5: Destination Development

**Essential Question:**
Can you get there from here?

**Content Standard:**
The student will be able to determine what attracts travelers to different destinations and provide information on the various ways to assemble and "package" a tour.

**Objectives:**
The student will:

- Discuss the various factors that led to the popularity of package vacations;
- Compare the differences between independent, hosted and escorted tours;
- Identify two categories of tour reference tools; and
- Identify the factors that influence tour design and selection.

**Suggested Resources:**
Hudman and Jackson, *Geography of Travel and Tourism*, Delmar Publishing Co.;
*Official Travel Industry Reference Guide*, Walt Disney Travel Co.;
*Official Tour Directory*, Thomas Publishing Co.;
*JAX FAX Travel Marketing*, Jet Airtransport Exchange, Inc.;
*World Travel Guide*, Amadeus Global Travel Distribution;
*Official Travel Industry Directory*, Avanstar Communications;
*Fairchild's Travel Industry Personnel Directory*, Business Guides, Inc.;
*Mobil Travel Guide Major Cities*, Prentice-Hall;
*Rand McNally Road Atlas*, Rand McNally and Co.; and
www.fromers.com
www.caribtourism.com
www.cnn.com/travel
www.fodors.com
www.nationalgeographic.com
www.travelholiday.com
www.roadsideamerica.com
Suggested Performance Assessment:

1. Continue preparing your FIT tour based upon your "dream vacation". Research available tours in each destination of your trip and focus on an area of special interest to you. Suggested areas for consideration would be sightseeing, tennis, boating/sailing, skiing, golf, scuba diving/snorkeling, archaeology, hiking, etc.

2. After deciding on an area of interest and after researching available tour options, prepare tour orders for each tour in your itinerary.

Performance Standards:

1. The student explains how a wholesaler assembles a tour.
2. The student lists the traits of a custom independent tour.
3. The student compares and discusses tour features and prices.
4. The student provides the information that is required to book a tour.
Unit 6: Ticketing and Traffic Documents

**Essential Question:**
Can you get there from here?

**Content Standard:**
The student will be able to outline the development of automated reservations systems and prepare documents that can facilitate a travel agency's internal operations.

**Objectives:**
The student will:
- Discuss the factors that influence pricing in the airline industry;
- Explain the differences between various classes of services;
- Discuss the history of computer reservations systems;
- Identify the primary functions of a computer reservation system;
- Explain CRS functions related to advance seat assignments, client profiles, queue functions, and document production;
- Explain how an airline ticket is prepared, validated and issued to a passenger;
- Describe the information on a computer-generated ticket; and
- Describe the procedures for refunding, exchanging, reissuing, and revalidating tickets.

**Suggested Resources:**
Howell, *Passport*. South-Western Publishing Co., pp. 53-74;
Foster, *Reservations and Ticketing with Sabre*. Glencoe Publishing Co.;
Capwell and Resnick, *Sabre Reservations*. South-Western Publishing Co.;
*Official Airline Guide*, Worldwide Edition; and

**Suggested Performance Assessment:**
1. Continue preparing your FIT tour based upon your "dream vacation".
2. Determine the total airfare for the domestic portion of your itinerary.
   Observe the following:
   -- Decide on a class of service.
   -- If you wish to use a special fare for all or part of the itinerary, decide on an advance purchase category.
   -- To obtain airfares for your itinerary, consult an air tariff, go online or call the airline directly.
3. (B) Begin documenting general information about each destination on your FIT tour. Information that needs to be obtained:
   --Tipping
   --Credit cards
   --Geography
   --Time Zones
   --Climate
   --Medical facilities

4. (C) Write an airline ticket for the domestic segments of your itinerary.

Performance Standards:

1. The student deciphers the elements of a fare basis code.
2. The student calculates a total fare based on the base fare and tax.
3. The student identifies the components of a computer reservation system.
4. The student explains the information in a fare display and a flight availability display.
5. The student describes how flights are booked.
6. The student identifies the type of data stored in a PNR (Passenger Name Record).
7. The student identifies the coupons of a flight booklet and explains the purpose of each.
8. The student prepares a handwritten ticket.
9. The student prepares a conjunction ticket.
10. The student explains the purpose of a pre-paid ticket advance.
Unit 7: International Travel

Essential Question:
Can you get there from here?

Content Standard:
The student will be able to discuss the special issues of international travel, such as documentation, customs regulations, entry requirements and foreign currency requirements.

Objectives:
The student will:
− Discuss international entry requirements;
− Explain differences between domestic and international tickets;
− Identify the difference between charter and bulk fares;
− Issue, refund or reissue international airline tickets; and
− Explain the basic principles of international fare construction.

Suggested Resources:
Foster, An Introduction to Travel and Tourism, Glencoe Publishing Co., pp. 259-271;
Howell, Passport, South-Western Publishing Co., pp. 38-48;
Sorensen, International Air Fares, South-Western Publishing Co.;
Foster, Reservations and Ticketing with Sabre, Glencoe Publishing Co.;
Weissman Travel Reports, International Profiles:
Hudman and Jackson, Geography of Travel and Tourism;
Foster, North American and International Geography, Glencoe Publishing Co.;
Sorensen, International Travel and Tourism, Delmar Publishing Co.;
Hotel and Travel Index, Cahners Travel Group;
Peterson, Official Frequent Flier Guidebook, Air Press;
Health Information for International Travel, Centers for Disease Control and Prevention;
Kiss. Bow, or Shake Hands, How to do Business in 60 Countries, Adams Media Corp.;
World Travel Guide. Amadeus Global Travel Distribution;
Weissman Travel Reports, City Profiles; and
www.eurotrip.com
www.travelhealth.com
Suggested Performance Assessment:

1. Continue preparing your FIT tour based upon your "dream vacation".

2. Determine the total fare for the international portion of your itinerary.
   Observe the following:
   --Decide on a class of service.
   --If you wish to use an advance purchase excursion fare for all or part of the itinerary, decide on a category.
   --Write an airline ticket for each international air segment in the itinerary.

Performance Standards:

1. The student calculates foreign currency exchanges based on current rates.

2. The student constructs a fare using the mileage system.


4. The student discusses the abbreviations and codes that are used with international fares.

5. The student explains the potential risk of traveling abroad.

6. The student discusses ways to express, communicate, and improve cross-cultural awareness through international travel.
Unit 8: Business Travel

Essential Question:
Can you get there from here?

Content Standard:
The student will be able to describe the motivations, needs and expectations of business travelers and furnish them with those special services and features that the airline, hotel and car rental industries offer.

Objectives:
The student will:

− Explain the main differences between business travel and vacation travel;
− Tell how airlines compete for the business of the business traveler through business-class service, frequent-flier programs, discounts and rebates;
− Describe the efforts of car rental chains and railroads to meet the needs of the business traveler;
− Describe the work of the business travel department and corporate travel agency.

Suggested Resources:
Howell, Passport, South-Western Publishing Co., pp. 274-322;
Peterson, Official Frequent Flier Guidebook, Air Press;
Business Travel Planner, Directory for Corporate Travel, Reed Travel Group;
Official Meeting and Facilities Guide, Reed Travel Group;
Kiss, Bow, or Shake Hands. How to do Business in 60 Countries, Adams Media Corp.;
World Travel Guide, Amadeus Global Travel Distribution;
Official Travel Industry Directory, Advanstar Communications;
Fairchild's Travel Industry Personnel Directory, Business Guides, Inc.; and
www.ricksteves.com
www.travelon.com

Suggested Performance Assessment:

1. You are the manager of a medium-sized travel agency, the fourth largest of the 12 retail travel agencies located in Yourtown. The largest employer in Yourtown is the Ajax Widget Manufacturing Company, which has three separate plants plus a large warehouse facility near the airport. You have just learned that Ajax intends to consolidate all of its company travel activity into a single business travel department and to award all of its business to a single travel agency through competitive bids. At present, Ajax uses four travel agencies, including yours. It is common knowledge that Ajax generates more than $5 million of corporate travel per year.

   Do you want to be the low bid for this commercial account? Exactly what would you guarantee to do for Ajax in your proposal? What does Ajax expect you to do? How might this commercial account affect your organization?

2. You are the manager of a large business travel department. At today's departmental meeting, the treasurer is recommending a new company travel policy on frequent-traveler awards. The
present policy allows employees to keep their bonus points, free flights and other prizes. The treasurer insists that since the company paid for the travel, the company is entitled to all frequent-traveler awards. These "freebies" are company property, and the company will save money by using the free trips and travel services for future company travel.

The vice president of sales is adamantly opposed to this recommendation. She manages a sales force with 30 sales representatives in the field. These salespeople are on the road and away from home for days, even weeks at a time. They live in an often-hectic world of flight delays and cancellations, rescheduled appointments, and high pressure. She insists that the sales force should be allowed to keep all free trips and bonuses that they have earned. Furthermore, she believes that taking away these "freebies" would cause a severe employee morale problem.

You are expected to share your wisdom at today's meeting. What will you say to the treasurer and to the vice president of sales? What will you recommend to the president?

Performance Standards:

1. The student explains the pros and cons of offering special travel benefits earned on the corporate level and used on the personal level.
2. The student lists reasons for business travel.
3. The student describes the motivations, needs and expectations of business travelers.
4. The student lists the special services and facilities that the hotel industry offers business travelers.
5. The student identifies careers related to business travel.
6. The student explains frequent flier program incentives of major airlines.
TRAVEL AND TOURISM
Unit 9: Ethical Responsibilities

Essential Question
Can you get there from here?

Content Standard
The student will be able to explain the importance of ethics on professional conduct and how personal work habits and attitudes affect the behavior of others.

Instructional Objectives
The student will:

--define ethics;
--discuss the importance of ethics in professional conduct;
--identify ethical problems that have affected the travel and tourism industry;
--explain the responsibilities of a travel professional to vendors; and
--describe ethical responsibilities relating to marketing, sales, and public contact.

Suggested Resources

Suggested Performance Assessment
A. You have been chosen as the keynote speaker at the regional trade show for travel agents. You have been asked to address the following:
   (1) Discuss the types of ethical problems that can arise in selling competitive travel products.
   (2) Discuss the types of ethical problems that can arise as a result of competition from other travel agencies.

B. Assume that you are responsible for writing the policy manual for a large chain of travel agencies. Write a set of guidelines defining the ethical responsibilities of travel agencies.

C. Compile all segments of your FIT tour into a complete package for presentation to your travel client (you). Accuracy, completeness, and attractiveness are assessment "musts".

Performance Standards
The student identifies factors that contribute to an ethical atmosphere.
The student analyzes how personal work habits and attitudes affect the ethical behavior of others.
The student names responsibilities that apply to all professions and industries.
The student discusses the ethical responsibilities of a travel profession to clients.
The student identifies methods of ensuring ethical conduct.