| Pathway: Entrepreneurship and Tourism | School or Campus: The School of Business and Tourism | District: Los Angeles Unified School District | Date: 2/14/22 |
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| Pathway Vision: The vision of the School of Business and Tourism is to graduate confident, skillful students who are prepared for four-year universities and ready to participate in the 21st century workforce. | | | |
| Pathway Mission: The mission of the School of Business and Tourism at the Miguel Contreras Learning Complex is to provide students with an education of enduring value. Our Linked Learning program is designed to meet students’ interests and industry demands by integrating a strong college-preparatory curriculum with career and technical skills within the business, tourism, and hospitality career pathways. By participating in thematic, interdisciplinary models of project-based learning, students will develop skills in interpersonal relations, leadership, effective written and oral communication, problem solving, technology, and teamwork. | | | |
| Pathway Learning Outcomes:   * Think Critically * Communicate Effectively * Build Character * Contribute Globally | | | |

**INTEGRATED PROGRAM OF STUDY**

Pathway core content (English language arts, math, science, social science) and career technical education (CTE/career-themed courses)   
are built on a foundation of cross-subject and industry-infused curriculum and instructional design, giving students opportunities to make connections across academic content areas and between academic and career-focused content.

Linked Learning pathways should provide students with multiple interdisciplinary learning opportunities throughout the pathway experience,   
which also includes a continuum of work-based learning opportunities.The program of study within a Linked Learning pathway should include   
all courses necessary for a student to meet the qualifications for entrance to the state public university system, provide early college credit opportunities and integrated student supports. Use this template to plan, design, and improve your pathway within your context.

|  |  | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
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| **CTE Course Sequence**  (indicate A-G) | Linked Learning:  Minimum 3-year sequence | Geography | Ecotourism | Business Economics | Virtual Enterprises |

|  |  | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
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| **Academic Core Classes**  (indicate A-G) | ELA | English 9A/B | English 10A/B | American Lit/Contemporary Composition or AP English Language | Modern Lit/Expository Composition or AP English Literature |
| Math | Algebra 1 or Geometry | Geometry or Algebra 2 | Algebra 2 or Pre-Calculus | Pre-Calculus or AP Statistics |
| Science | Biology | Chemistry | Marine Biology or FUSE or AP Environmental Science | Marine Biology or FUSE or AP Environmental Science |
| History/ Social Studies | Geography | World History | US History or AP US History | Economics/Government |
| Language other than ELA |  |  | Spanish 1 | Spanish 2 or AP Spanish |
| Early College Credit |  |  | Los Angeles City College Business Class | Los Angeles City College Business Class |
| Electives/ Other | Health/Life Skills | Ecotourism | Business Economics: Entrepreneurship,  Theater or Student Government | Virtual Enterprises,  Theater or Student Government |

|  |  | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
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| **Integrated Curriculum Design and Delivery** | Pathway integrated projects (PBL), student defenses, integrated capstones and pathway aligned performance assessments—expected of all pathway students | The 9th grade team has one PBL project in the fall where students create a touristic website to convince a specific target audience to visit a country. (see link) To support their learning and understanding of the persuasive strategies in relation to a target audience, students first draft a persuasive essay in their English 9 class. After teacher feedback and critical revisions are made by students, they rewrite  their essay.  This 2nd draft ensures students will have necessary feedback to create their final websites. | Our grade level designs PBLs that incorporate both business and tourism. Students design a trip to a tourist destination to help with an environmental problem in the first semester. In the second semester students design an eco-friendly hotel. | In our Fall PBL, we have students create a non-profit organization. This non-profit will research and address a social issue affecting the Los Angeles community. | In the 12th grade level, seniors complete two senior defenses--one per semester-- and are also enrolled in a virtual enterprise class. In the Fall, seniors focus on college preparation and defend a portfolio that includes information pertinent to college and financial aid applications, as well as work-based experiences. In the Spring, seniors develop a product and create a business portfolio to explain how feasible their concept is. |
| **Integrated Student Supports** | Supports for academic and technical learning | Summer Bridge, advisory Period | Advisory, academic workshops | Advisory, academic workshops, SBAC intervention | Advisory, academic workshops |
| Support for social emotional learning | Psychological Social Worker support. | Psychological Social Worker support. | Psychological Social Worker support. | Psychological Social Worker support. |
| Support for college and career readiness and knowledge  (college research, college visits, financial aid, college application) | Project GEAR UP-supports 9th and 10th graders to be competitive eligible for college | Project GEAR UP-supports 9th and 10th graders to be competitive eligible for college | Academic counselor | Academic Counselor-FAFSA Workshops, college application workshops. Pathway graduations |
| Community building: class trips, assemblies, rituals, etc. | Summer bridge, Advisory, expectation assemblies | Advisory, expectation assemblies | Advisory, expectation assemblies | Advisory, expectation assemblies |
| **Other Student Opportunities or Experiences** | Summer academic programs, expanded learning opportunities, etc. | Summer Bridge-Transition program for incoming 9th graders. GEAR Up Support | GEAR Up support | Mock Interviews, resume writing, interventions-edgenuity | interventions-edgenuity-credit recovery |

**WORK-BASED LEARNING PLAN**

|  |  | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
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| **Career Awareness Activities and Experiences** | Build awareness of the variety of careers available and broaden students’ options  *Experience defined by:*   * One-time interaction with partner(s), often for groups of students * Designed primarily by adults  to broaden students’ awareness of  a variety of careers and occupations   *Experiences might include:*  Workplace tour, guest speaker, career fair, visit parents at work | Career Days | Career Days | Mock Interviews  College Fairs, VEI Competitions, Internships | VEI Competitions, Internships |
| **Career Exploration** | Explore career options, postsecondary or other training requirements to inform decision-making  *Experience defined by:*   * One-time interaction with partner(s) for a single student or small group * Personalized to connect to emerging student interests * Student takes an active role in  selecting and shaping the experience * Depth in particular career fields * Builds skills necessary for in-depth work-based learning   *Experiences might include:*  Informational interview, job shadow, virtual exchange with partner, mock interview | Career Explorations, Financial Literacy | Career Explorations  Job Shadows | Job Shadows |  |

|  |  | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
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| **Career Preparation  and Training** | Apply learning through practical experience that develops knowledge, skills for success beyond high school  *Experience differentiated by:*   * Interaction with partners over time * Application of skills transferable to a variety of careers with consequences and value beyond the classroom   *Experiences might include:*   * Integrated project with multiple interactions with professionals * Student-run enterprise, virtual enterprise, or other extended online involvement with partners * Service learning and social  enterprises with partners * Compensated internship  connected to curriculum | Dress for Success, Presenting | Dress for Success | Dress for Success, Mock Interviews | Dress for Success, Microsoft Certification, Defense |
| Train for employment and/or postsecondary enrollment  *Experience differentiated by:*   * Interaction with partners over an extended period of time with mutual benefit to student and employer * Master occupation-specific skills * Complete certifications/requirements of a specific range of occupations   *Experiences might include:*  Internship required for credential or entry to occupation; apprenticeship; clinical experience; on-the-job training; work experience | Tourism and Hospitality | Tourism and Hospitality | Business and Finance | Business and Finance, Internships |