**Pathway Outcomes Chart:**

**What should a Business and Tourism student know and be able to do upon graduation?**

|  | **Ninth Grade** | **Tenth Grade** | **Eleventh Grade** | **Twelfth Grade** |
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| **Effective Communicator**  **The Business and Tourism graduate** **demonstrates interpersonal skills** **shown by the ability to** **effectively communicate and work with a diverse group of people in various situations.** | Participate in field trips and site visits, demonstrating professional conduct.  Prepare discussion questions for guest speakers, participate in a guided panel discussion, demonstrating professional conduct.  Participate in the Finance Park to plan, create and manipulate a family budget.  Effectively work in peer groups to research, market and persuade a target audience.  Design an effective professional Display Board and Brochure for use during presentations.  Peer and upper classmates review of multiple class projects.  Mock presentations with student and teacher feedback.  Create a public service announcement about non-profit organizations.  Collaborate with peers to complete a fictional case study project.  Develop a professional portfolio.  Apply rhetorical strategies, i.e., ethos, pathos and logos and formulate a coherent argument to persuade tourists.  ***Ask Rocky…about data and statistical analysis.*** | Participate in job shadow opportunities in order to participate in working business environments  Use field trips and job site visits to experience real-world application of business practices and understand different cultures for tourism.  Interact with guest speakers and participate in guided panel discussions.  Research and create a multi-media presentation explaining the effects of a global event on the business economy.  Evaluate, Revise, and Edit their personal professional Portfolio.  Use appropriate terminology to create and pitch a business proposal in a professional setting.  Debate a controversial issue by analyzing opposing perspectives.  Plan, budget and create a travel itinerary and present it by utilizing multi-media.  Research and analyze, using data and statistics, the evolution of cultural products and present it in a power point.  Write a descriptive recipe to advertise or promote a food product and create a multi-media project demonstrating the process of making a food product. | Juniors will complete Internship/job shadow observing and demonstrating professional conduct.  Dress for Success, model appropriate business attire. Apply business terminology/format to write an Effective Resume and submit online in a timely manner.  After preparing a resume, participate in a mock interview with community members and staff using interpersonal skills and receive critiques to improve ability to effectively communicate with potential employers.  Students interview with business partners in order to secure a summer internship.  Interview business owners in an established food industry.  Students demonstrate proper business etiquette in all professional situations.  Advertising, Branding, Marketing***…(Ask Phil?)***  Present a professional, cumulative portfolio to staff, peers and business partners.  Research the ethics of a contemporary business practice.  Present their research and findings to members of the community…? | Create a business plan and present to a panel of peers, class, teachers, and business partners.  Participate in community service projects and work with others to provide support to the community and learn to serve a diverse population.  Plan, budget and execute a community event.  After preparing a resume, participate in a mock interview with community members and staff using interpersonal skills and receive critiques to improve ability to effectively communicate with potential employers.  Participate in Internship/job shadow opportunities to properly interact with real world situations.  Debate using one of two formats (Traditional or Lincoln-Douglas)  Create a product based on statistical survey by  analyzing and showing statistical data through visual representation. (*Graphs*)  Promote a product by using visual print ads and commercials to be included in their professional portfolio. |

| **Think Critically**  The **Business and Tourism graduate**  is a **continual learner** who **utilizes** a **self-critical and reflective desire** to **analyze** and **assess** **community and business resources** for **creating** **successful business plans**.  **Think Critically**  **Think Critically** | Analyze appropriate professional business standards of performance in dress, communication, and quality of work.  Students learn MLA format and works cited page to support their 3-5 pgs of research min. of 2 sources.  Evaluate provided sources of a specific issue to summarize and reflect.  Students learn basic business and tourism terminology.  Use primary or secondary sources to create a thesis to apply in a marketing plan.  Research countries to create a travel marketing campaign and present it to a diverse audience.  Data Analysis between domestic and foreign countries for non profit business ventures.  Interpret and understand graphs for statistical analysis.  *Complete a budget analysis to determine strengths and weaknesses.*  Peer review of projects for editing and revision.  Write a reflective essay on wealth, income and cash flow.  Written responses to three practice job interview questions.  Students learn the fundamental of writing process including writing, re-reading, peer-editing and revision.  Students learn the fundamentals of marketing, fundraising and nonprofit business models to raise funds within in the school community.  Analyze biological diversity to promote tourism.  *Critique and analyze the ethical implications* | Create a virtual vacation which incorporates travel itinerary and budget, mock travel photos and a fictional travel narrative using multi-media.  Students utilize MLA format and works cited page to support their 3-5pgs of research min. of 3 sources.  Students build upon and incorporate business and tourism terminology in their pathway project.  **Students learn basic**  ***Analyze outcomes of business/industry ethical decisions and practices***  Apply ethical principles learned in analysis towards business industry scenarios.  Analyze appropriate professional business standards of performance in dress, communication, and quality of work.  Create appropriate graphs to support their debate topics.  ***Stocks… Kiva***  Research both perspectives on a controversial issue and debate that topic in a business professional manner with note cards and visual aids.  Students continue to master the fundamental of writing process including writing, re-reading, peer-editing and revision.  Apply the fundamentals of marketing, fundraising and nonprofits business model to organize a fund drive within the local community*. Ex. World Hunger Project.*  Critique and apply principles of chemistry to make informed decisions to act as a chemistry safety consultant. | Analyze the demographics of the US and investigate specific ethnic cultures.  ***Design a webpage***  Students strength their use of MLA format and works cited page to support their 6-8pgs of research min. of 6 sources.  Students incorporate economic and business terminology in their pathway projects.  Students research and develop a lesson to synthesize business and tourism knowledge to promote local tourism and teach younger students.  Students apply business skill and knowledge in order to obtain Internships/Job shadowing.  Students incorporate primary and secondary sources in order to defend their perspective in both oral and written work.  Create appropriate and professional/compelling graphs to support their research topics.  Research both perspectives on a controversial issue that impacts the business and tourism and debate with note cards and use of multi-media.  **Mentors….?**  Apply the fundamentals of marketing, fundraising and nonprofits business model to organize a fund drive within the city-wide community.  Apply principles of physics and utilize math analysis to design and market consumer products. | Analyze business plans and models; compare and contrast strengths and weaknesses.  Analyze the wants and needs of individual states and countries to create a business plan.  Demonstrate mastery of economic, business and tourism terminology both in oral and written form.  Students master MLA format and works cited page to support their research min. of 10 sources.  Apply interview skills and business knowledge to obtain admission to colleges and career opportunities.  Evaluate and expand upon business opportunities within the community.  Utilize plans and models to inform development of student business plan.  Create and develop professional level business documents and other materials.  Apply the fundamentals of marketing, fundraising and nonprofits business model to organize a fund drive that will have a global impact.  Research both perspectives on a controversial issue that impacts the business and tourism and debate without note cards and use of multi-media. |
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| **Contribute Globally**  Business and Tourism graduates will understand how their actions effect humanity. | Create an anti-violence brochure for a nonprofit organization.  Demonstrate knowledge of distinct geographical regions, cultures, and religions around the world.  Students will create a travel promotional plan for a location that experienced historical intolerance in order to promote greater tolerance today.  Event Planning/Health Fair? | Identify global issues and raise awareness to find solutions for problems.  Students will examine the legacy of colonialism in developing countries through planning of a virtual vacation to a former colonial site.  Event Planning/Health Fair? | Research and create a report and presentation about a community in LA to promote tourism in that community and teach that information to others.  Students will research distinct ethnic cuisine in the U.S. and create an advertisement to promote healthier eating.  Event Planning/Health Fair? | Students create and develop nonprofit organizations based on the need of their community.  Students make recommendations for potential travelers where to visit based on economic statistics, health statistics, crime statistics, and geographic conditions.  Event Planning/Health Fair? |

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| **Build Character**  The Business and Tourism graduate demonstrates a set of values; self- efficacy, respect and compassion for others, ability to self –reflect, appreciate diversity and contribute locally and globally. | Create a personal mission which demonstrates a vision for their future.  Set goals towards a graduation plan.  Understand the key elements of a positive School Culture.  Research areas of intolerance or injustice to raise awareness in order to promote or boycott businesses and tourism.  Identify and explain areas of influence within the community.  Learn our school history to be an Ambassador for Business and Tourism. | Review and modify personal mission.  Reflect and adjust personal character goals.  Research and analyze businesses and nonprofits that focus on fair practices.  Write a proposal that addresses a school or community level concern to present to the school site council.  Practice being an Ambassador for Business and Tourism. | Review, modify and present personal mission to lower grade levels.  Plan, organize and partner with a community organization to fundraise for the needs of the school.  Research organizations that use green business practices and technology.  Research the ethical principles of government regulations on businesses and compare to other countries.  Be an Ambassador and mentor lower grade students for Business and Tourism. | Review, modify and teach how to prepare a personal mission to lower grade levels.  Set and implement personal philanthropic goals.  Utilize just and ethical practices to create a mock nonprofit business model.  Be an Ambassador and recruit students for Business and Tourism. |