

Marketing for Hospitality & Tourism

Course Description

To develop an understanding of marketing principles and practices specifically applied to the hospitality and tourism industry, including analysis of various marketing strategies and the implication of those strategies. Students will develop marketing tools as an integral part of the hospitality and tourism industry, learn how to use the principles of entrepreneurship to start and maintain a business in the field and consider the impact of frequent traveler programs and related discounts

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Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	The World of Hospitality & Tourism Marketing	approx. 10 weeks
Unit 2	Marketing & Economics	approx. 9 weeks
Unit 3	Opportunities and Careers within Hospitality & Tourism	approx. 8 weeks
Unit 4	Entrepreneurship & Finance	approx. 8 weeks

Educational Technology Standards

8.1.12.A.3, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

➤ **Technology Operations and Concepts**

- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

➤ **Creativity and Innovation**

- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

➤ **Communication and Collaboration**

- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

➤ **Digital Citizenship**

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

➤ **Research and Information Literacy**

- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

➤ **Critical Thinking, Problem Solving, Decision Making**

- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Spell-checker 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Individual Response Board
- Open-ended activities

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Peer/Self Assessments
- Exit/Admit Slips

Interdisciplinary Connections

English Language Arts

- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language

- Translate industry-content
- Create a translated index of industry vocabulary

Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science

- Research latest developments in industry technology

New Jersey Student Learning Standards

9.3– Career and Technical Education

Career Cluster Hospitality & Tourism (HT)

- 9.3.12.HT.01 Describe the key components of marketing and promoting hospitality and tourism products and services.
- 9.3.12.HT.02 Evaluate the nature and scope of the Hospitality & tourism Career Cluster and the role of hospitality and tourism in society and the economy.
- 9.3.12.HT.03 Demonstrate hospitality and tourism customer service skills that meet customers' needs.
- 9.3.12.HT.06 Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.

Career Cluster Marketing (MK)

- 9.3.12.MK.01 Describe the impact of economics, economic systems and entrepreneurship on marketing.
- 9.3.12.MK.02 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
- 9.3.12.MK.04 Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
- 9.3.12.MK.08 Obtain, develop, maintain and improve a product, services, images and/or ideas to achieve a desired outcome.
- 9.3.12.MK.09 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.12.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.

Common Career Technical Core (CCTC)

Career Cluster Hospitality and Tourism (HT)

HT 01 - Describe the key components of marketing and promoting hospitality and tourism products and services.

- HT.01.1 - Demonstrate knowledge of marketing techniques commonly used in the hospitality and tourism industry to sell a product or service
- HT.01.2 - Identify effects of the economy on the hospitality and tourism industry to effectively plan products and services.

HT 02 - Evaluate the nature and scope of the Hospitality & tourism Career Cluster and the role of hospitality and tourism in society and the economy.

- HT.02.2 - Trace the development of the hospitality and tourism industry to understand the overall structure.

HT 03 - Demonstrate hospitality and tourism customer service skills that meet customers' needs.

- HT.03.2 - Integrate the principles of customer service to positively impact organizational performance
- HT.03.3 - Identify and compare services and products from related industries to understand how they affect hospitality and tourism products and services

HT 06 - Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.

- HT.06.1 - Research career opportunities based upon their fit with personal career goals in the hospitality and tourism industries.

Pathway: Travel & Tourism (HT-TT)

HT TT 06 - Use common travel and tourism terminology used to communicate within the industry.

- HT-TT.06.2 - Utilize travel and tourism terms appropriately to guide customizing services for guests.

HT TT 08 - Compare and contrast services and products from related industries to understand and evaluate how they impact the delivery of travel and tourism products and services to customers.

- HT-TT.08.3 - Identify local and regional tourism issues to determine the impact of each issue on related businesses/organizations.

HT-TT.10 Develop a travel product that matches customer needs, wants and expectations.

- HT-TT.10.1 - Research and summarize discretionary factors that influence travel decisions.
- HT-TT.10.2 - Identify customer preferences and limitations to create the best package for the vendor and the customer.

HT-TT.11 Design promotional packages to effectively market travel and tourism.

- HT-TT.11.1 - Create promotional messages that appeal to various market sub-sector members.
- HT-TT.11.2 - Modify products for your audience using key information elements.

Career Cluster Marketing (MK)

MK.01 Describe the impact of economics, economic systems and entrepreneurship on marketing.

- MK.01.1 - Describe fundamental economic concepts used in marketing.
- MK.01.4 - Describe economic indicators that can impact marketing activities.
- MK.01.5 - Describe marketing's role and function in business.

MK.02 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.

- MK.02.4 - Determine needed resources for a new marketing project or business venture.

MK.04 Plan, monitor and manage the day-to-day activities required for continued marketing business operations.

- MK.04.8 - Explain marketing research activities to develop or revise marketing plan.
- MK.04.9 - Utilize marketing information to manage and perform marketing responsibilities.

- MK.08 Obtain, develop, maintain and improve a product, services, images and/or ideas to achieve a desired outcome.
- MK.08.4 -Employ product-mix strategies to meet customer expectations.
- MK.09 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- MK.09.2 - Describe promotional channels used to communicate with targeted audiences.
 - MK.09.3 - Explain the use of an advertisement's components to communicate with targeted audiences.
- MK.10 Use marketing strategies and processes to determine and meet client needs and wants.
- MK.10.2 -Acquire product knowledge to communicate product benefits to ensure appropriateness of product for the customer.
 - MK.10.4 -Utilize marketing information to develop a marketing plan.
 - MK.10.5 -Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making.

Common Core State Standards (CCSS)

CCSS - English-Language Arts – Reading Informational Text

Key Ideas and Details:

- CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure:

- CCSS.ELA-LITERACY.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS – English – Language Arts – Writing

Text Types and Purposes

- CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-LITERACY.W.11-12.1 B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

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Production and Distribution of Writing

- CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

- CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Range of Writing

- CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

CCSS – English – Language Arts – Speaking and Listening

Comprehension and Collaboration

- CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Presentation of Knowledge and Ideas

- CCSS.ELA-LITERACY.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CCSS.ELA-LITERACY.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

CCSS – English – Language Arts – Language

Conventions of Standard English

- CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- CCSS.ELA-LITERACY.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
- CCSS.ELA-LITERACY.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<p>Course: Marketing for Hospitality & Tourism</p> <p>Unit: I – Fundamentals of Hospitality & Tourism Marketing</p> <p>Grade Level: 9-12</p>	<p>Unit Overview: This unit introduces students to the world of hospitality & tourism. It begins with an introduction to the hospitality and tourism career cluster with a focus on the travel and tourism pathway. Students will learn the fundamental components of marketing and how to indentifying consumers services and trends through the use of market research to be able to market to travel and tourism products and satisfy customer needs and wants.</p>
<p>New Jersey Student Learning Standards (NJSLS):9.3.12.HT.01, 9.3.12.HT.02, 9.3.12.HT.03, 9.3.12.HT.06, 9.3.12.HT-TT.06, 9.3.12.HT-TT.08, 9.3.12.MK.01, 9.3.12.MK.02, 9.3.12.MK.04, 9.3.12.MK.08, 9.3.12.MK.09, 9.3.12.MK.10</p>	
<p>Common Career Technical Core (CCTC):HT.01.1, HT01.2, HT02.2, HT03.2, HT03.3, HT.06.1, HT-TT.06.2, HT-TT.08.3, MK.01.1, MK.01.2, MK.01.3, MK.01.4, MK.01.5, MK.01.8, MK.02.4, MK.02.6, MK.04.8, MK.04.9, MK08.2, MK.08.4, MK.08.5, MK.09.2, MK.09.3, MK.09.6, MK.10.2, MK.10.4, MK.10.5</p>	
<p>Common Core State Standards (CCSS):RI.11-12.1, RI.11-12.4, RI.11-12.7, W.11-12.1, W.11-12.1B, W.11-12.4, W.11-12.6, W.11-12.7, W.11-12.10, SL.11-12.1, SL.11-12.2, SL.11-12.5, SL.11-12.6, L.11-12.1, L.11-12.2, L.11-12.4, L.11-12.6</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills& Indicators	Sample Activities	Resources
<p>Trace the development of the hospitality and tourism industry to understand the overall structure.</p> <p>NJSLS: 9.3.12.HT.01, 9.3.12.HT.02, 9.3.12.HT.06, 9.3.12.HT-TT.08</p>	<p>What are the segments of the travel and tourism industry?</p> <p>How are the segments of travel and tourism industry interconnected?</p> <p>Name several ways the student organization,</p>	<ul style="list-style-type: none"> ▪ Demonstrate a basic understanding of the components of the hospitality and tourism industry and some of the factors that impact its relative success or failure. ▪ Organize electronic or physical portfolio 	<p>Cornell Note Taking Use Cornell note taking model to record note on the Travel Industry- Hospitality & Tourism Marketing</p> <p>Graphic Organizer Create a four column graphic organizer</p>	<p>How to Create Your own Electronic Portfolio http://www.electronicportfolios.com/portfolios/howto/index.html</p> <p>Four Segments of Hospitality & Tourism http://wvde.state.wv.us/in</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>CCTC: HT.01.1, HT.02.2, HT.06.1, HT-TT.08.</p> <p>CCSSRI: 11-12.1, RI.11-12.4, RI.11-12.7, W.11-12.1, W.11-12.1B, W.11-12.4, W.11-12.6, W.11-12.7, W.11-12.10, SL.11-12.1, SL.11-12.2, SL.11-12.5, SL.11-12.6, L.11-12.1, L.11-12.2, L.11-12.4, L.11-12.6</p>	<p>DECA, can enhance the curriculum and impact your career goals.</p>	<p>for use in demonstrating knowledge, skills and/or experiences.</p> <ul style="list-style-type: none"> ▪ Summarize key activities necessary to retain a job in the industry. ▪ Examine the organization and structure of various segments of the industry to prepare for career advancement. 	<p>outlining the segments of the travel and tourism industry.</p> <p>Digital Portfolio Design a user-friendly digital portfolio using online and software based computer programs.</p>	<p>site/files/Four%20Segments%20of%20Hospitality%20and%20Tourism.pdf</p>
<p>Define marketing and the marketing concept, describe the core components of marketing and determine the benefits of marketing.</p> <p>NJSLS: 9.3.12.HT.01, 9.3.12.MK.01, 9.3.12.MK.02, 9.3.12.MK.04</p> <p>CCTC: HT.01.1,</p>	<p>What impact does marketing have on the travel and tourism industry?</p> <p>Why is it important to identify the target market with the segments of the travel and tourism industry?</p> <p>How do the marketing functions directly affect</p>	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the basic concepts of marketing. ▪ Evaluate oral and written information for accuracy, adequacy/sufficiency, appropriateness, clarity, conclusion/solutions fact/opinion, 	<p>Cooperative Group Activity In small groups research and prepare a presentation on one of the Marketing Core Functions.</p> <p>Describing Wheel Marketing Core Function note taking.</p> <p>Hotel Options Short</p>	<p>Marketing Essentials Glencoe/McGraw-Hill: Unit 1 – The World of Marketing/Chapter 1 – Marketing is All Around Us</p> <p>Marketing Essentials – Glencoe Online Learning Center http://glencoe.mheducation.com/sites/0078612578/index.html</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills& Indicators	Sample Activities	Resources
<p>HT.01.2, MK.01.1, MK.01.4 , MK.01.5, MK.02.4, MK.04.9</p> <p>CCSS RI.11-12.1, RI.11-12.4, RI.11-12.7, W.11-12.1, W.11-12.1B, W.11-12.4, W.11-12.6, W.11-12.7, W.11-12.10, SL.11-12.1, SL.11-12.2, SL.11-12.5, SL.11-12.6, L.11-12.1, L.11-12.2, L.11-12.4, L.11-12.6</p>	<p>segments of the travel and tourism industry?</p> <p>How is the marketing mix identified within the segments of the travel and tourism industry?</p>	<p>propaganda, relevancy, validity and relationship ideas.</p> <ul style="list-style-type: none"> ▪ Obtain and convey ideas and information in marketing to facilitate business operations. 	<p>Response Research and report several hotel options in New York City.</p> <p>Compare and Contrast Compare and contrast marketing techniques used in different time periods (late 19th& early 20th centuries)</p>	<p>Marketing Concept http://www.netmba.com/marketing/concept/</p> <p>Basic Online PowerPoint – Basic Concepts of Marketing http://www.smallbizu.org/m101</p> <p>Advertising History Online Survey Course http://historymatters.gmu.edu/mse/ads/amadv.html</p> <p>The History of Advertising http://mashable.com/2014/10/03/advertising-history-60-seconds/#r51jh4ZJTmqj</p>
<p>Describe the role of marketing in society and the role consumer plays in the marketplace.</p> <p>NJSLS: 9.3.12.HT-TT.08, 9.3.12. HT-TT.11,</p>	<p>How do customers' needs stimulate marketing?</p> <p>Why is the marketing mix important and how does it meet the needs of an</p>	<ul style="list-style-type: none"> ▪ Understand the role that marketing plays in all aspect of society and understand the basic concepts of marketing. 	<p>Cornell Note Taking Use Cornell note taking model to record notes on the marketing mix</p> <p>Compare and Contrast How would the needs of</p>	<p>Marketing Essentials Glencoe/McGraw-Hill: Unit 1 – The World of Marketing/Chapter 1 – Marketing is All Around Us</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills& Indicators	Sample Activities	Resources
<p>9.3.12.MK.04, 9.3.12.MK.08, 9.3.12.MK.10,</p> <p>CCTC:HT-TT.08.3, HT-TT.11.1, MK.01.1, MK.01.5, MK.02.4, MK.04.9, MK.08.4, MK.10.4, MK.10.5</p> <p>CCSS RI.11-12.1, RI.11-12.4, RI.11-12.7, W.11-12.1, W.11-12.1B, W.11-12.4, W.11-12.6, W.11-12.7, W.11-12.10, SL.11-12.1, SL.11-12.2, SL.11-12.5, SL.11-12.6, L.11-12.1, L.11-12.2, L.11-12.4, L.11-12.6</p>	<p>evolving society? What are the four Ps of Marketing?</p> <p>What impact does marketing have on businesses, individuals and society at large?</p>	<ul style="list-style-type: none"> ▪ Describe marketing structures. ▪ Analyze and interpret complex societal issues, events and problems. ▪ Make oral presentations. 	<p>the consumer market differ from the needs of the business-to-business</p> <p>Local Tourist Attraction Commercial Students develop a commercial for a local Paterson tourist attraction. Half the class creates commercials targeting local residents and half target out of town visitors.</p>	<p>Entrepreneur Magazine https://www.entrepreneur.com/</p> <p>Dey Mansion Article – North Jersey Internet Magazine http://www.rt23.com/american_revolution/dey_mansion.shtml</p> <p>Paterson Museum Website www.patersonmuseum.com/index2.html</p>
<p>Describe the importance of understanding customer behavior and demonstrate an understanding of consumer wants and needs.</p> <p>NJSLS: 9.3.12.HT.03,</p>	<p>What are the different buying motives that influence customers purchasing decisions?</p> <p>How do businesses and consumers use routine, limited and extensive decisions making skills to</p>	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of the importance of understanding your customers when developing a marketing campaign. ▪ Adapt language for audience, 	<p>Prezi/PowerPoint Presentation Research and create a presentation on the demographics of Paterson.</p>	<p>Demographic Data on the City of Paterson http://paterson.areacnnect.com/statistics.htm</p> <p>Prezi http://prezi.com/index/</p> <p>Understanding Your</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>9.3.12.HT-TT.06, 9.3.12.HT-TT.11, 9.3.12.MK.08, 9.3.12.MK.09, 9.3.12.MK.10,</p> <p>CCTC:HT.03.2,HT.03.3, HT-TT.06.2, HT-TT.11.1, MK.08.4, MK.09.2, MK.09.3, MK.10.2, MK.10.5</p> <p>CCSS RI.11-12.1, RI.11-12.4, RI.11-12.7, W.11-12.1, W.11-12.1B, W.11-12.4, W.11-12.6, W.11-12.7, W.11-12.10, SL.11-12.1, SL.11-12.2, SL.11-12.5, SL.11-12.6, L.11-12.1, L.11-12.2, L.11-12.4, L.11-12.6</p>	<p>make purchase?</p>	<p>purpose and situation.</p> <ul style="list-style-type: none"> ▪ Align presentation strategies toward the intended audience. ▪ Communicate effectively with customers to foster positive relationships that enhance company image. 		<p>Customer Article http://www.marketingdonut.co.uk/marketing/customer-care/understanding-your-customers</p>
<p>Identify the business methods for determining consumer wants & needs and the impact of marketing research on the development of marketing strategies.</p>	<p>What types of information is important to marketers?</p> <p>What are the five critical elements involved in implementing a Market Research Study from</p>	<ul style="list-style-type: none"> ▪ Demonstrate the ability to conduct market research and apply it to a business situation. ▪ Interpret information, data and observations to apply 	<p>Consumer Report Create a consumer report on an amusement park.</p>	<p>Power Design Group http://www.powerdecisions.com/FAQ-new-product-development-market-research.shtml</p> <p>Consumer Report http://www.howtodothing</p>

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<p>NJSLS: 9.3.12.HT-TT.10, 9.3.12. HT-TT.11, 9.3.12.MK.04, 9.3.12.MK.08, 9.3.12.MK.10,</p> <p>CCTC: HT-TT.010.1, HT-TT.11.2, MK.04.8, MK.04.9, MK.08.2, MK.10.4</p> <p>CCSS RI.11-12.1, RI.11-12.4, RI.11-12.7, W.11-12.1, W.11-12.1B, W.11-12.4, W.11-12.6, W.11-12.7, W.11-12.10, SL.11-12.1, SL.11-12.2, SL.11-12.5, SL.11-12.6, L.11-12.1, L.11-12.2, L.11-12.4, L.11-12.6</p>	<p>defining the problem to resolving the problem?</p> <p>What sources do businesses use to obtain marketing information?</p>	<p>information learned from reading to actual practice.</p> <ul style="list-style-type: none"> ▪ Develop concept for new marketing project or business venture. 		<p>s.com/business/how-to-write-a-consumer-report</p> <p>Giving Your Students the Tools to use Market Research Effectively https://www.nfte.com/Market-Research-PD.pdf</p>
<p>Define the trends in hospitality and tourism, explain the role of the marketing mix in reaching target markets and explain the difference between products and services in</p>	<p>What are the current trends in the tourism and hospitality sectors?</p> <p>How do you distinguish products from services? How is developing a marketing strategy for</p>	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the difficulties and strategies involved in marketing services, rather than tangible products. ▪ Distinguish between 	<p>Marketing Training Manual Develop a manual to be used in training of marketing professionals</p>	<p>Hospitality Sales and Marketing International Association Website http://www.hsmai.org/</p>

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<p>every level of business and marketing.</p> <p>NJSLS:9.3.12.HT.03, 9.3.12.HT-TT.06, 9.3.12.MK.01, 9.3.12.MK.04, 9.3.12.MK.08,9.3.12.MK.09,9.3.12.MK.10,</p> <p>CCTC:HT.03.3,HT-TT.06.2, MK.01.5, MK.04.9, MK.08.4, MK.08.5, MK.09.2, MK.10.5</p> <p>CCSS RI.11-12.1, RI.11-12.4, RI.11-12.7, W.11-12.1, W.11-12.1B, W.11-12.4, W.11-12.6, W.11-12.7, W.11-12.10, SL.11-12.1, SL.11-12.2, SL.11-12.5, SL.11-12.6, L.11-12.1, L.11-12.2, L.11-12.4, L.11-12.6</p>	<p>services differ from a strategy for products?</p>	<p>economic goods and services.</p> <ul style="list-style-type: none"> ▪ Determine service to provide customers. ▪ Explain the nature of product/service branding. 		
<p>Explain the concept of customer satisfaction and relate customer</p>	<p>What are the steps companies can take to improve customer</p>	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the methods of 	<p><u>Secret Shopper Program</u> Create a secret shopper</p>	<p><u>Goodwin & Associates – Mystery Shopper Website</u></p>

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<p>satisfaction to the development of marketing plans.</p> <p>NJSLS:9.3.12.HT.03, 9.3.12.HT-TT.10, 9.3.12.MK.10,</p> <p>CCTC:HT.03.2,HT-TT.10.1, HT-TT.10.2,MK.10.2, MK.10.5</p> <p>CCSS RI.11-12.1, RI.11-12.4, RI.11-12.7, W.11-12.1, W.11-12.1B, W.11-12.4, W.11-12.6, W.11-12.7, W.11-12.10, SL.11-12.1, SL.11-12.2, SL.11-12.5, SL.11-12.6, L.11-12.1, L.11-12.2, L.11-12.4, L.11-12.6</p>	<p>satisfaction?</p> <p>How do companies measure customer satisfaction?</p> <p>Why is it important to assess different methods of improving customer satisfaction?</p>	<p>determining customer satisfaction and the importance of catering to customers in a business venture.</p> <ul style="list-style-type: none"> ▪ Communicate effectively when developing positive customer/client relationships. ▪ Conduct customer satisfaction studies. ▪ Evaluate proposed research methodology. 	<p>program for an area restaurant.</p>	<p>http://mysteryshopperprogram.com/</p> <p>The Secrets of Mystery Shopping https://www.stpaul.gov/DocumentCenter/Government/Police/About%20the%20Department/Major%20Crimes%20Division%20/mysteryshopping.PDF</p>
<p>Identify marketing strategies employed to attract children and families and explain the advantages to the business in attracting this</p>	<p>What importance does marketing research play in the overall marketing strategy of a product?</p> <p>What unique needs do</p>	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of how companies and products market themselves toward children and families. 	<p>Market Research Study Develop and carry out a market research study on the unique needs of families with children when looking to make</p>	<p>Entrepreneur Magazine – How to Do Market Research Article https://www.entrepreneur.com/article/217345</p>

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<p>segment of the market.</p> <p>NJSLS: 9.3.12.HT.03, 9.3.12.HT-TT.10, 9.3.12.MK.10,</p> <p>CCTC:HT.03.2, HT-TT.10.1, HT-TT.10.2, MK.10.2, MK.10.5</p> <p>CCSS RI.11-12.1, RI.11-12.4, RI.11-12.7, W.11-12.1, W.11-12.1B, W.11-12.4, W.11-12.6, W.11-12.7, W.11-12.10, SL.11-12.1, SL.11-12.2, SL.11-12.5, SL.11-12.6, L.11-12.1, L.11-12.2, L.11-12.4, L.11-12.6</p>	<p>companies need to address when marketing to children and families?</p> <p>What strategies can companies employ when marketing toward children and families?</p>	<ul style="list-style-type: none"> ▪ Analyze researched information and statistics. ▪ Compare business and objectives with the expected use of the marketing research outcomes. ▪ Design a qualitative research study. 	<p>tourism/hospitality purchases.</p>	<p>Tourism Research Services - The Family & Grandparent/Grandchild Travel Market Article https://tourism-intelligence.com/catalog/download_product.php?dfn=MTcx</p>
<p>Define niche markets and the impact these markets have on businesses.</p> <p>NJSLS: 9.3.12.HT.03, 9.3.12.HT-TT.06, 9.3.12.HT-TT.11,</p>	<p>What are the advantages to corporations in reaching out to niche markets? What are the risks associated with niche marketing?</p>	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the factors involved in niche marketing. ▪ Analyze cost/profit relationships to guide business decision-making. 	<p>Multimedia Presentation Create a presentation using (Prezi, PowerPoint, Glogster, digital video, etc.) offering a niche marketing plan for Passaic County.</p>	<p>Niche Marketing Articles http://www.marketing-schools.org/types-of-marketing/niche-marketing.html</p>

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<p>9.3.12.MK.08,9.3.12.MK.09, 9.3.12.MK.10</p> <p>CCTC:HT.03.2, HT.03.3, HT-TT.06.2, HT-TT.11.1, MK.08.4, MK.09.2, MK.09.3, MK.10.2, MK.10.5</p> <p>CCSS RI.11-12.1, RI.11-12.4, RI.11-12.7, W.11-12.1, W.11-12.1B, W.11-12.4, W.11-12.6, W.11-12.7, W.11-12.10, SL.11-12.1, SL.11-12.2, SL.11-12.5, SL.11-12.6, L.11-12.1, L.11-12.2, L.11-12.4, L.11-12.6</p>	<p>How do businesses identify several niche markets?</p>	<ul style="list-style-type: none"> ▪ Describe the nature of cost/benefit analysis. 	<p>Students will conduct research, assemble statistical and anecdotal data, and justify why your niche is significant enough to benefit a business through dedicated marketing.</p>	

Unit 1 Vocabulary

Channel Management
Consumer Markets
Consumers
Customer profile
Customer Relationship Management
Customer satisfaction
Customers
Demographics
Economy
Form Utility
Goods
Hospitality
Market place
Market Planning
Market research
Market segments
Market share
Marketing
Marketing concept
Marketing core functions

Marketing Information Management
Marketing mix
Marketing strategies
Needs
Niche marketing
Organizational Markets
Place Utility
Possession Utility
Pricing
Product/Service Management
Products
Promotion
Selling
Services
Target market
Time Utility
Tourism
Utility
Wants

Suggested Unit Projects

Choose At Least One

Career Exploration Activity

Choose a marketing career that interests you. Use the Bureau of Labor Statistics Occupational Outlook Handbook (<http://www.bls.gov/ooh/>) and other print and online resources to create a profile of that career. The profile will include the following:

- Job tasks and responsibilities
- Transferable and job specific skills
- Personal qualities
- Working conditions
- Education and training
- Salary and benefits
- Occupational outlook
- Assessment

Effective Marketing Mix Discovery Project

Students will identify two familiar businesses – one that has an effective marketing mix and one that does not have an effective marketing mix. Next students will explain how each of the four Ps contributes to the success of the effective business and how each of the four Ps of the non-effective business contributes to the lack of success of the business. Lastly students will suggest how the non-effective business might improve its marketing mix to become more successful.

Suggested Structured Learning Experiences

The Paterson Museum
 2 Market St
 Paterson, NJ 07505
 Phone: (973) 321-1260
<http://www.patersonmuseum.com>

The Great Falls Historic District Cultural Center
 65 McBride Ave Ext
 Paterson, NJ 07505
 Fax: (973) 279-0587
 Phone: (973) 279-9587
<http://www.patersonnj.gov/departments/division.php?structureid=95>