

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

Marketing for Hospitality & Tourism

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

- **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.

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.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.03.3 - Identify and compare services and products from related industries to understand how they affect hospitality and tourism products and services

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.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.01.2 - Explain economic systems in which marketing activities are performed.
- MK.01.3 - Acquire knowledge of the impact of government on business activities to make informed economic decisions.
- MK.01.4 - Describe economic indicators that can impact marketing activities.
- MK.01.5 - Describe marketing's role and function in business.
- MK.01.8 - Explain commerce laws and regulations that affect marketing businesses.

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.08.2 -Generate product ideas to contribute to ongoing business success.
- MK.08.4 -Employ product-mix strategies to meet customer expectations.
- MK.08.5 -Position products/services to acquire desired business image.

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: II – Marketing & Economics</p> <p>Grade Level: 9-12</p>	<p>Unit Overview: This unit explains the basic economic principles that shape marketing decision. It will define the four factors of production, economic/political philosophies and how they encourage different types of economic systems, characteristics of a healthy economy and economic indicators, phases of the business cycle and how the business cycle affects businesses, consumers, and governments both domestically and globally.</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.TT.06, 9.3.12.HT.TT.08, 9.3.12.HT.TT.11, 9.3.12.MK.01, 9.3.12.MK.02, 9.3.12.MK.04, 9.3.12.MK.08, 9.3.12.MK.10,</p>	
<p>Common Career Technical Core (CCTC): HT.01.1, HT.01.2, HT.02.02, HT.03.03, HT.TT.06.2, HT.TT.08.3, HT.TT.11.1, HT.TT.11.2, MK.01.1, MK.01.2, MK.01.3, MK.01.4, MK.01.5, MK.01.8, MK.02.4, MK.04.8, MK.04.9, MK.08.2, MK.08.4, MK.08.5, 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>Describe the fundamental economic concepts used in marketing.</p> <p>NJSLS: 9.3.12.HT.01, 9.3.12.MK.01</p> <p>CCTC: HT.01.2, MK.01.1, MK.01.2, MK.01.3, MK.01.4, MK.01.5, MK.01.8</p>	<p>What is capitalism and what are the benefits of this type of economic system?</p> <p>What are the basics concepts of economics?</p> <p>How does the role of supply and demand affect marketing decisions?</p>	<ul style="list-style-type: none"> ▪ Demonstrate the ability to apply basic economic concepts to marketing situation ▪ Describe fundamental economic concepts used in marketing. ▪ Analyze cost/profit relationships to guide business decisions. ▪ Describe economic indicators that can 	<p>Cornell Note Taking Understanding the economy</p> <ul style="list-style-type: none"> • Economic resources • Economic systems • Political and Economic Philosophies <p>Economy Interviews Interview 3 people to determine how economic</p>	<p>Junior Achievement – Variety of recourses to help you understand skills needed to run a business http://www.ia.org/</p> <p>Shmoop Online Economics Study Guides http://www.ia.org/</p>

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<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>What are the various marketing roles based on the services a business provides.</p> <p>What are the different types of economic competition and how do they interact?</p>	<p>impact marketing.</p> <ul style="list-style-type: none"> ▪ Obtain and convey ideas and information in marketing to facilitate business operations. 	<p>conditions have impacted personal decisions in relation to travel and tourism plans.</p> <p>Compare and Contrast How the role of a worker in a traditional economy difference from the role of a worker in a command economy.</p> <p>Short Response How might a shift to the market affect one of the world's smallest and least-developed country with a traditional economic system?</p> <p>Graphic Organizer Compare and contrast a market and command economy.</p> <p>Jeopardy Game – Economy Review</p> <ul style="list-style-type: none"> • Economic resources 	<p>Marketing Essentials Glencoe/McGraw-Hill: Chapter 3 - Economics</p> <p>Marketing Essentials – Glencoe Online Learning Center http://glencoe.mheducation.com/sites/0078612578/index.html</p> <p>Business Cycle http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=200</p> <p>Jeopardy Game PowerPoint Template www.pptpalooza.net/Jeopardy.ppt</p>

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			<ul style="list-style-type: none"> • Economic systems • Political and Economic Philosophies 	
<p>Explain how marketing is a positive and negative force for businesses, society and individuals and the impact of hospitality and tourism marketing has on society as a whole.</p> <p>NJSLS: 9.3.12.HT.02, 9.3.12.MK.08</p> <p>CCTC: HT.02.2, MK.08.5</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 does marketing affects business, individuals, and society at large?</p> <p>How can negative marketing lead to harmful purchases?</p> <p>What are some of the ways marketing can be used to solve social problems?</p> <p>How has the rise of “Ecotourism” and “volun-tourism” lead to potential marketing triumphs?</p>	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of how marketing impacts the wider society in general and the hospitality and tourism industry in particular. ▪ Describe the nature of business to show its contribution to society. ▪ Employ sociological knowledge to facilitate marketing activities. 	<p>Cooperative Groups – Develop Rubric for Travel Websites Teams will develop a rubric to evaluate a travel website. Assign each group a different segment of the industry (hotel, airlines, tour packages, etc.)</p>	<p>Creating a Rubric http://www.rubistar.com</p> <p>Jet Blue Airways http://www.jetblue.com/</p> <p>Marriott Hotels http://www.marriott.com/default.mi</p> <p>Perillo Tours http://www.perillotours.com/</p>

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<p>Analyze the importance of a marketing strategy and the impact the marketing mix has on reaching consumer.</p> <p>NJSLS: 9.3.12.MK.02, 9.3.12.MK.04, 9.3.12.MK.08, 9.3.12.MK.10</p> <p>CCTC: MK.02.4, 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>What are market segments?</p> <p>What are the criteria that an effective target market must meet?</p> <p>What are the four stages of a products life cycle?</p>	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of how product development impacts the marketing strategy. ▪ Analyzed researched information and statistics. ▪ Identify sources of attitude formation. ▪ Describe marketing functions and related activities. 	<p>Hospitality & Tourism – Organized Brainstorming Evaluate existing marketing strategies with the hospitality and tourism industry.</p>	<p>Consumer Fraud Lawyer – Consumer Fraud Reporting and Legal Help Website Explanation for consumer fraud and legal ramifications of committing consumer fraud. http://www.aconsumerfraudlawyer.com/false-advertising/</p> <p>Business Know-How Website – Market Plan http://www.businessknowhow.com/marketing/marketing-plan.htm</p>
<p>Recognize the factors that lead to businesses developing target markets and identify</p>	<p>Why is it important to evaluate market potential and calculate market shares?</p>	<ul style="list-style-type: none"> ▪ Demonstrate the role competition plays in marketing, and product 	<p>Hotel Research Activity/Presentation Student will research 3 hotel chains and create a</p>	<p>EconEdlink Lesson Plans & Resources http://www.econedlink.org/</p>

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<p>different market segments and the benefits derived from each</p> <p>NJSLS: 9.3.12.HT.01, 9.3.12. HT.02, 9.3.12. MK.01, 9.3.12. MK.02, 9.3.12. MK.08, 9.3.12. MK.09, 9.3.12. MK.10</p> <p>CCTC: HT.01.1, HT.01.2, HT.02.2, MK.01.05, MK.02.4, MK.08.2, MK.09.2, MK.10.2, MK10.4</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>What is the most effective ways to distinguish a product from its competition?</p> <p>What are the three most common positioning strategies used by business to compete in the market place?</p> <p>What strategies used to gain market intelligence?</p>	<p>development/enhancement.</p> <ul style="list-style-type: none"> ▪ Evaluate alternatives using a variety of problem solving and critical thinking skills. ▪ Perform data analysis of marketing problems. 	<p>presentation to determine how competition impacts to goods and services offered.</p>	
<p>Evaluate the evolution of technology in relation to</p>	<p>What is e-commerce and how is it different from</p>	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the 	<p><u>Research Project/Presentation</u></p>	<p><u>Prezi Online Presentation</u></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills& Indicators	Sample Activities	Resources
<p>business and marketing and define the use of market research in determining the effectiveness of technology based marketing strategies.</p> <p>NJSLS: 9.3.12.HT.01, 9.3.12. HT.TT.06, 9.3.12. HT.TT.11, 9.3.12.MK.08, 9.3.12.MK.10</p> <p>CCTC: HT.01.1, HT.TT.06.2, HT.TT.11.2, MK.08.2, MK.08.4, MK.08.5, 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>traditional business?</p> <p>How do businesses use the internet to establish new distribution channels?</p> <p>How do companies use the Internet to attract and promote their business?</p>	<p>role of internet and other technologies in the hospitality and tourism industries.</p> <ul style="list-style-type: none"> ▪ Utilize information technology in marketing to expedite workflow. ▪ Operate Internet applications to perform workplace tasks. 	<p>Create a presentation on the evolution of marketing in the tourism industry.</p>	<p>http://www.prezi.com/index/</p>
<p>Explore and evaluate the</p>	<p>What are three reasons</p>	<ul style="list-style-type: none"> ▪ Demonstrate an 	<p>Travel to the Developing</p>	<p>PBS program on</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>how businesses compete in global economy and the challenges and benefits of international business.</p> <p>NJSLS: 9.3.12.HT.01, 9.3.12. HT.03, 9.3.12.HT.TT.08, 9.3.12.HT.TT.11, 9.3.12.MK.08, 9.3.12.MK.10</p> <p>CCTC: HT.01.1, HT.03.3, HT.TT.08.3, HT.TT.11.1, HT.TT.11.2, MK.08.4, 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>that businesses would want to sell their products or service in International markets?</p> <p>How does the government assist businesses in international trade?</p> <p>How can economic development and conditions affect the success of international expansion?</p>	<p>understanding of the challenges and benefits of participating in the global economy.</p> <ul style="list-style-type: none"> ▪ Discuss the global environment in which businesses operate. ▪ Explain the nature of global trade. ▪ Discuss the impact of cultural and social environments on global trade. 	<p>World Presentation Research hospitality and tourism products and opportunities in the developing world and create a presentation.</p>	<p>Starbucks Marketing on a Global Scale http://www.pbs.org/independentlens/blackgold/starbucks.html</p> <p>The Impact Of The Global Digital Music Economy On The Music Business Paradigm Article https://www.allaboutjazz.com/the-impact-of-the-global-digital-music-economy-on-the-music-business-paradigm-by-chris-burnett.php</p>

Unit 2 Vocabulary

Business Cycle
Capital
Capitalism
Command Economy
Communism
Consumer
Consumer Price Index (CPI)
Depression
Distribution channels
E-Commerce
Economic Philosophies
Economic Resources
Economic Systems
Economy
Ecotourism
Entrepreneurship
Expansion
Global Economy
Gross Domestic Product (GDP)
Gross National Product (GNP)
Labor

Labor Productivity
Land
Market Economy
Market Segments
Marketing plan
Mixed Economy
Nationalization
Political Philosophies
Privatization
Product Price Index (PPI)
Productivity
Recession
Recovery
Scarcity
Socialism
Standard of Living
Target Market
Trade
Traditional Economy
Unemployment Rate
Volun-tourism

Suggested Unit Projects

Choose At Least One

<p>Write a letter to the Editor Tell students that they are citizens of a small country where a dictator has just been overthrown. Instruct students to write a letter to the editor of a local newspaper explaining what type of political system and economic system they would like their new country to have.</p>	<p>Cooperative Group Presentation – Business Cycle Each group will research and prepare a presentation of the business cycle</p> <ul style="list-style-type: none"> • Expansion • Recession • Trough • Recovery
<p>GNP VS GDP – Cooperative Group Work BMW, a German car manufacturer, produces cars in Germany that are exported and sold in the United States. BMW also built factories in North America.</p> <ul style="list-style-type: none"> • If you buy a car manufactured by BMW in South Carolina, is the car a part of the US GDP? Explain your answer in details. • Is the same car also a part of the US GNP? 	<p>Jamaicans Migrated to Canada in the last Decade http://www.stabroeknews.com/2013/news/regional/06/03/21000-jamaicans-migrated-to-canada-in-last-decade/ Read an article on migration to Canada and:</p> <ul style="list-style-type: none"> • Compare and contrast the Canadian Government and the Jamaican Government • Compare and contrast Migration to Canada and Migration to the United States • Argue for or against Jamaican migrating to Canada.

Suggested Structured Learning Experiences

MetLife Stadium Behind the Scene Tour

<http://www.metlifestadium.com/stadium/stadium-tours>

METLIFE STADIUM GROUP TOURS

GROUP SALES ORDER FORM

Phone- 201.559.1700

Email address: tours@MetLifestadium.com

MetLife Stadium Ticket Office

One MetLife Stadium Drive, East Rutherford, NJ 07073

www.MetLifeStadium.com

Prudential Center

25 Lafayette Street

Newark, NJ 07102

Guest Services Email: guestservices@prucenter.com

Phone: 973-757-6500

<http://www.prucenter.com/>