

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.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.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.03 Demonstrate hospitality and tourism customer service skills that meet customers' needs.
- HT.03.1 - Use customer comments to guide customer satisfaction policies
 - HT.03.2 - Integrate the principles of customer service to positively impact organizational performance
- HT.06 Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.
- HT.06.2 - Match personal interests and aptitudes to careers in the hospitality and tourism industry when researching opportunities within the pathways.
 - HT.06.3 - Examine entry-level, skilled level and supervisory positions and the qualifications and skills needed for different levels of hospitality and tourism employment.
 - HT.06.4 - Develop a career plan for advancement in hospitality and tourism careers.
 - HT.06.5 - Identify ethical issues and concerns in the hospitality and tourism career field.

Pathway: Travel & Tourism (HT-TT)

- HT-TT.07 Customize travel with diverse transportation, lodging, cruise and food options.
- HT-TT.07.4 - Integrate various and diverse elements of the travel and tourism industry to create a personalized travel experience for a customer.

- 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.08.2 - Identify the primary resources or core competencies of tourism-related organizations or businesses to best utilize available resources.
 - 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.

Pathway: Recreation, Amusements & Attractions (HT-REC)

- HT-REC.09 Develop marketing strategies for recreation, amusement and attractions venues.
- HT-REC.09.1 - Describe the use of market segmentation to design marketing plans.
 - HT-REC.09.2 - Describe the impact of seasonality on the design of marketing plans.
 - HT-REC.09.3 - Describe the ways to incorporate a loyalty program into the marketing plan.
 - HT-REC.09.4 - Describe collaboration with other entities to provide an inclusive product or service.
 - HT-REC.09.5 - Identify a process to expose the public to a new product or service.
- HT-REC.11 Compare and contrast various types of recreation, amusement and attraction venues.
- HT-REC.11.1 - Compare various operating methods of a recreational facility to distinguish characteristics of recreation.
 - HT-REC.11.2 - Describe operational methods used at a recreational venue.
 - HT-REC.11.5 - Evaluate the 'Design Day Specifications' to best utilize a facility.

Career Cluster Marketing (MK)

- MK.01 Describe the impact of economics, economic systems and entrepreneurship on marketing.
- MK.01.3 - Acquire knowledge of the impact of government on business activities to make informed economic decisions.
- 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 Unit: III – Opportunities and Careers within Hospitality & Tourism Grade Level: 9-12</p>	<p>Unit Overview: This unit exposes students to marketing the other areas of hospitality and tourism including destinations, event planning, restaurants, sports and entertainment, business travel and travel incentive programs. Students will also research a variety of marketing career opportunities within the travel and tourism industry and determine the skills, experience and education needed to obtain a marketing position.</p>
<p>New Jersey Student Learning Standards (NJSLS): 9.3.12.HT.01, 9.3.12.HT.03, 9.3.12.HT.06, 9.3.12.HT-TT.07, 9.3.12.HT-TT.08, 9.3.12.HT-TT.10, 9.3.12.HT-REC.09, 9.3.12.HT-REC.10, 9.3.12.MK.01, 9.3.12.MK.10</p>	
<p>Common Career Technical Core (CCTC): HT.01.1, HT03.1, HT03.2, HT.06.2, HT.06.3, HT.06.4, HT.06.5, HT-TT.07.4, HT-TT.08.2, HT-TT.08.3, HT-REC.09.1, HT-REC.09.2, HT-REC.09.3, HT-REC.09.4, HT-REC.09.5, HT-REC.10.1, HT-REC.10.2, HT-REC.10.5, MK.01.3, MK.10.2, MK.10.4</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>Define destination marketing, explore the environmental resources as a marketable commodity, and explain the role of government in preserving destinations.</p> <p>NJSLS: 9.3.12.HT.01, 9.3.12.HT-TT.07, 9.3.12.HT-TT.08,</p>	<p>What is a destination?</p> <p>What are the different classifications of destinations?</p> <p>What are the various businesses that provide and promote destination tourism?</p>	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of destination tourism and the risks associated with it. ▪ Determine the relationship between government and business. ▪ Develop strategies for 	<p>Research Paper Contrasts and compares the protections of national parks in the United States to those of a developing nation in Africa, Asia or Latin America.</p>	<p>Papua New Guinea Tourism Website http://www.papuanewguinea.travel/usa</p> <p>Papua New Guinea – US Department of State https://travel.state.gov/content/passports/en/country/papua-new-guinea/html</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>9.3.12.HT-TT.10, 9.3.12.MK.01, 9.3.12.MK.10</p> <p>CCTC: HT.01.1, HT-TT.07.4, HT-TT.08.2, HT-TT.08.3, HT-TT.10.1, MK.01.3, MK.10.1</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>How does the government affect destination tourism?</p>	<p>legal/government compliance.</p>		<p>Center for Sustainable Destinations Website http://travel.nationalgeographic.com/travel/sustainable/</p> <p>National Park Service http://www.nps.gov/index.htm</p>
<p>Explore sports, events and entertainment pathway of hospitality and tourism and examine the benefits and challenges involved in hosting a large scale event.</p> <p>NJSLS: 9.3.12.HT.01,</p>	<p>What are the categories within the entertainment industry?</p> <p>What is the difference between amateur and professional sports? How does sports, events and entertainment impact a location's</p>	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of challenges and benefits of hosting a large-scale event. ▪ Assess the cost/benefits associated with resources. ▪ Explain the role of 	<p>Music Festival Event Plan Create a music festival plan for the city of Paterson that includes the following:</p> <ul style="list-style-type: none"> • Budget • Marketing plan • Sample marketing tools 	<p>SportsWorld Tours http://www.sportsworld.co.uk</p> <p>2016 Rio Olympics Website https://www.rio2016.com/en</p> <p>The Burning Man</p>

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<p>9.3.12.HT-TT.07, 9.3.12.HT-TT.10, 9.3.12.HT-REC.9 9.3.12.HT-REC.11 9.3.12.MK.10</p> <p>CCTC: HT.01.1, HT-TT.07.4, HT-TT.10.1, HT-REC.9.1, HT-REC.9.5, HT-REC.11.1, HT-REC.11.2, HT-REC.11.5, MK.10.4</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>tourism?</p> <p>What career opportunities are available within sports event management?</p>	<p>finance in business.</p> <ul style="list-style-type: none"> ▪ Describe marketing functions and related activities. 	<ul style="list-style-type: none"> • Pricing scheme • List of services/legal issues that must be addressed. 	<p>Festival of Colorado http://www.burningman.com/</p> <p>Essence Festival – Music Festival www.essences.com/festival</p>
<p>Examine effective marketing strategies for business travelers and explore the importance of effective market research in devising</p>	<p>What are the main features of travel incentive programs?</p> <p>How do customers distinguish between the</p>	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the function of traveler incentive programs ▪ Describe marketing functions and related 	<p>Compare and Contrast Use a Venn Diagram to critically evaluate the corporate benefits of incentive programs for 3 different companies.</p>	<p>Marriott Rewards Program http://marriott.com/rewards/rewards-program.mi</p> <p>American Airlines</p>

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<p>marketing strategies.</p> <p>NJSLS: 9.3.12.HT.01, 9.3.12.HT-TT.07, 9.3.12.HT-TT.10, 9.3.12.HT-REC.9, 9.3.12.MK.10</p> <p>CCTC: HT.01.1, HT-TT.07.4, HT-TT.10.1, HT-REC.9.1, HT-REC.9.2, HT-REC.9.3, HT-REC.9.4, HT-REC.9.5, MK.10.5</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>different types of incentive programs?</p> <p>How effective are incentive programs?</p> <p>Explain how business benefit from incentive programs despite potential revenue losses.</p>	<p>activities</p> <ul style="list-style-type: none"> ▪ Describe the nature of cost/benefit analysis ▪ Analyze product information to identify product features and benefits. 		<p>AAdvantage Program http://www.aa.com/aadvantage/aadvantage/aadvantageHomeAccess.do?anchorlocation+directURL&title=aadvantage</p> <p>Loyalty Works Designs Http://www.loyaltyworks.com/incentive--program-research-articles/business-incentive-research-html</p>
<p>Define event planning, describe the task involved in planning a successful event and</p>	<p>What are the responsibilities of a professional event planner?</p>	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the components of hosting a successful 	<p>Travel and Tourism Business Launch Party Plan a launch party for a business with in the</p>	<p>Quantum Events Website http://www.quantumevents.com</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills& Indicators	Sample Activities	Resources
<p>examine the marketing strategies and benefits of hosting a successful event.</p> <p>NJSLS: 9.3.12.HT.03, 9.3.12.HT-REC.09, 9.3.12.MK.01, 9.3.12.MK.05, 9.3.12.MK.08, 9.3.12.MK.09</p> <p>CCTC: HT.03.1, HT.03.2, HT-REC.09.1, HT-REC.09.4, MK.01.4, MK.05.2, MK.05.3, MK.05.6, MK.08.2, MK.09.5, MK.09.6</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,</p>	<p>How can event planning be both a marketing strategy and a business that applies marketing strategies for its own benefit?</p> <p>How can the function of event planning be used as a marketing tool?</p>	<p>marketing event.</p> <ul style="list-style-type: none"> ▪ Describe the opportunities for entrepreneurship in a given industry. ▪ Develop project goals and objectives. ▪ Explain the role of situational analysis in the marketing planning process. 	<p>hospitality and tourism industry including the following:</p> <ul style="list-style-type: none"> • Create a budget for the event • Develop mock-ups of direct marketing tools to enhance the event • Formulate event goals and create business projections based on achievement of those goals. 	<p>The Event Marketing Institute (EMI) www.eventmarketer.com/institute</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills& Indicators	Sample Activities	Resources
<p>L.11-12.4, L.11-12.6</p> <p>Survey various marketing strategies employed by restaurants, investigate the methods used to target different demographic groups, and define the importance of market research.</p> <p>NJSLS: 9.3.12.MK.04, 9.3.12.MK.08, 9.3.12.MK.10</p> <p>CCTC: MK.04.8, MK.04.9, MK.08.2, MK.08.4, 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 is the difference between marketing strategies for high end and low end restaurants?</p> <p>Why is effective marketing importance to the restaurant industry?</p> <p>How effective is niche marketing to restaurants?</p>	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of the key factors in marketing restaurants. ▪ Explain the concepts of marketing strategies. ▪ Conduct market analysis ▪ Conduct competitive analysis ▪ Set marketing goals and objectives. ▪ Build product/service brand 	<p>Restaurant Commercial Review and Class discussion</p> <p>Student will view various commercials and demonstrate the following tasks:</p> <ul style="list-style-type: none"> • Determine target markets • Classify marketing elements as targeting a niche • Separate broad marketing tactics from those targeting specific niche groups • Develop criteria for evaluating the effectiveness of a commercial • Rank restaurant commercials as effective marketing tools. 	<p>Restaurant in the Weeds http://www.restaurantintheweeds.com/</p> <p>Food Service Warehouse http://www.foodservicewarehouse.com/</p> <p>The Ultimate Guide to Restaurant Marketing - POS Sector http://possector.com/marketing-promotion/restaurant-marketing</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Research a variety of career opportunities with marketing within the travel and tourism industry.</p> <p>NJSLS: 9.3.12.HT.06, 9.3.12.MK.05</p> <p>CCTC: HT.06.2, HT.06.3, HT.06.4, HT.06.5, MK.05.1, MK.05.2, MK.05.3, MK.05.4, MK.05.5, MK.05.6,</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 essential qualities and skills needed for individuals seeking a career in marketing within the travel and tourism industry?</p> <p>Why is it important to have experience and education to enhance your career goals?</p> <p>Why are marketing careers important to the economy?</p> <p>What are the benefits of a career in marketing?</p>	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the various careers available in the marketing field and the requirements for these careers. ▪ Communicate goal achievement with managers and coworkers. ▪ Write realistic performance goals, objectives and action plan. ▪ Describe the types and functions of business. 	<p>Career Plan Students will research the skills and techniques you can acquire while in high school that will enable you to pursue a career in Marketing (i.e. Customer Service/ Sales Associate)</p> <p>Role Play –/Workplace Scenarios Role various scenarios and problem solve possible solutions</p>	<p>Assorted Resources to Research Careers, Salaries and Related Information http://www.careers-in-marketing.com/ http://www.salary.com/ http://www.careerbuilder.com/</p> <p>Workplace Ethics Activity: Making Informed Ethical Decisions http://lessonplans.btskinner.com/ethics1.html</p> <p>Lesson – Effective Teamwork in the Workplace LEARN http://host.msgapp.com/uploads/95843/PDFs%20from%20RW%20Website/EmployabilitySkills-EffectiveTeamwork.pdf</p>

Unit 3 Vocabulary

Advertising
Business Market
Business Travel
Careers
Commercials
Competitive Analysis
Consumer
Demographic Groups
Destination
Entertainment Business
Entrepreneurship
Environmental Resources
Event Management
Event Planning
High-End Restaurant

Low-End Restaurant
Market Research
Market Segments
Marketing mix
Marketing Plan
Marketing strategies
Niche Group
Niche marketing
Resort
Restaurant Industry
Seasonality
Sports Business
Target market
Tourism
Travel Incentive Programs

Suggested Unit Projects

Choose At Least One

Plan a School Event – Cooperative Group Presentation

Divide students into groups and have them choose an event they would like to plan, such as:

- a fundraiser for a music, sports, or academic club;
- a thank you dinner for volunteers;
- a celebration for your school's teacher of the year; or
- a cultural celebration.

Groups will choose an event and develop a proposal that explains the goal of the event and describes what will happen. Proposals should include specific information about:

- Location(s) and layout(s)
- Time of event and duration
- Menu, including drinks and paper products
- Decorations
- Entertainment
- Invitations and/or advertising

Groups will present an oral presentation – using Prezi, PowerPoint, etc. Group will provide other supporting documents.

Mock Interviews

Students will participate in brief (5 - 10 minute) mock interviews to develop skills in the interviewing process.

Interview process will include:

- Class discussion regarding prior participation in an interview.
- Describe how interviews are used.
- Distribute The 5-Part Interview handout. Review and discuss.
- Brainstorm some possible questions for an employment interview and a college admissions interview.
- Distribute Interview Questions to Think About.
- In Pairs, students will participate in a mock interview – interviewer and interviewee
- Provided constructive peer and teacher feedback.

Suggested Structured Learning Experiences

Paterson Great Falls National Historical Park (US National Park)

72 McBride Avenue
Paterson, NJ 07501
Fax: (973) 523-2045
Phone: (973) 523-0370
<https://www.nps.gov/pagr/index.htm>

Lambert Castle

3 Valley Road
Paterson, NJ 07503
Phone: (973) 247-0085
<http://www.lambertcastle.com/>
<http://www.passaiccountynj.org/Facilities/Facility/Details/10>

Passaic County One-Stop Career Center – Paterson

200 Memorial Drive
1st Floor
Paterson, New Jersey 07505
Phone: 973-742-9226 Ext. 7319
Fax: 973-523-0780
http://careerconnections.nj.gov/careerconnections/plan/support/njccsites/passaic_paterson_oscc.shtml