



# **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

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



## 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

### 9.2 - Career Awareness, Exploration, and Preparation

- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

### 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.05 Identify potential, real and perceived hazards and emergency situation and determine the appropriate safety and security measures in the hospitality and tourism workplace.

#### 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.05 Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.  
9.3.12.MK.07 Determine and adjust prices to maximize return while maintaining customer perception of value.  
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.01.2 - 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.02.1 - Identify management styles within a variety of organizational structures.

HT 05 - Identify potential, real and perceived hazards and emergency situation and determine the appropriate safety and security measures in the hospitality and tourism workplace.

- HT.05.1 - Outline safety and security issues for individuals and groups to minimize risks.

### Pathway: Travel & Tourism (HT-TT)

HT-TT.05 Develop a safety and security plan containing proactive and reactive solutions to manage emergency situation for travelers and staff.

- HT-TT.05.3 - Develop procedures to educate customers about identified safety and security issues.

HT-TT.09 Identify the community elements necessary to maintain cooperative tourism development efforts.

- HT-TT.09.2 - Identify the primary resources or core competencies of tourism-related organizations or businesses to best utilize available resources.

## **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.01.6 - Apply knowledge of business ownership to establish and continue business operations.
- MK.02 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
- MK.02.1 – Acquire a foundational knowledge of finance to understand its nature and scope.
  - MK.02.2 - Implement accounting procedures to track money flow and to determine financial status.
  - MK.02.3 - Analyze cost/profit relationships to guide business decision-making.
  - MK.02.4 - Determine needed resources for a new marketing project or business venture.
  - MK.02.5 - Manage financial resources to ensure solvency.
- MK.04 Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
- MK.04.4 - Maintain business records to facilitate marketing operations.
  - MK.04.9 - Utilize marketing information to manage and perform marketing responsibilities.
- MK.05 Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
- MK.05.1 - Acquire self-development skills for success in marketing careers.
  - MK.05.2 - Develop personal traits to foster career advancement in marketing.
  - MK.05.3 - Participate in career planning in marketing.
  - MK.05.6 - Employ entrepreneurial discovery strategies in marketing.
- MK.07 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
- MK.07.1 - Develop a foundational knowledge of pricing to understand its role in marketing.

- 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.10 Use marketing strategies and processes to determine and meet client needs and wants.
- MK.10.4 - Utilize marketing information to develop a marketing plan.

## 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><b>Course:</b> Marketing for Hospitality &amp; Tourism  <b>Unit:</b> IV – Entrepreneurship &amp; Finance  <b>Grade Level:</b> 9-12</p>	<p><b>Unit Overview:</b> This unit exposes students the management of big business and small businesses. Students will be introduced to entrepreneurship and the qualities and skills need to run your own business. The unit also provides a look at the risk of managing a business, the marketing cost associated with operating a success business, the financial documents a business prepares to manage their operations and staffing and training employees as a marketing tool of the business.</p>
<p><b>New Jersey Student Learning Standards (NJSLs):</b>9.2.12.C.6, 9.3.12.HT.01, 9.3.12.HT.02, 9.3.12.HT.05, 9.3.12.MK.01, 9.3.12.MK.02, 9.3.12.MK.04, 9.3.12.MK.05, 9.3.12.MK.07, 9.3.12.MK.08, 9.3.12.MK.10</p>	
<p><b>Common Career Technical Core (CCTC):</b>HT.01.2, HT.02.1, HT05.1, HT-TT.05.3, HT-TT.09.2, MK.01.1, MK.01.4, MK.01.6, MK.02.1, MK.02.2, MK.02.3, MK.02.4, MK.02.5, MK.04.4, MK.04.9, MK.05.1, MK.05.2, MK.05.3, MK.05.6, MK.07.1, MK.08.4, MK.10.4</p>	
<p><b>Common Core State Standards (CCSS):</b>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 factors that increase and decrease business risks, analyze the unique risks many hospitality/tourism businesses face and determine tactics for minimizing financial and practical risk.</p> <p><b>NJSLs:</b> 9.3.12.HT.01, 9.3.12.HT.TT.05,</p>	<p>Why do businesses take risks?</p> <p>How are the various business risk classified?</p> <p>How do changes in the economy and the competitive environment affect marketing risk?</p> <p>What portions of a</p>	<ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of the basic risks all businesses must address and the role marketing plays in both managing and exposing those risks.</li> <li>▪ Determine factors affecting business risk</li> </ul>	<p><b>The Thrill of Risk –</b>            Read an article about amusement parks balancing the desires of the customers with safety. Assess the concerns the business should focus on and make recommendation for safety in the future.</p>	<p><b>Pushing the Envelope - The Thrill of the Risk</b>  <b>By: Katie Kuehner-Hebert</b>  <a href="http://www.riskandinsurance.com/thrill-risk/">http://www.riskandinsurance.com/thrill-risk/</a></p>

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<p>9.3.12.MK.02</p> <p><b>CCTC:</b> HT.01.2, HT.TT.05.3, MK.02.1, MK.02.2</p> <p><b>CCSS</b> 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>marketing plan should be used to identify and limit business exposure to risk?</p>	<ul style="list-style-type: none"> <li>▪ Explain the concept of competition</li> <li>▪ Identify factors affecting a business's profits</li> <li>▪ Assess the risks associated with a venture.</li> </ul>		
<p>Analyze the impact of price on the overall marketing mix, identify factors that affect marketing cost, examine and read financial statements and identify the costs and benefits associated with each element of the marketing mix.</p> <p><b>NJSLS:</b> 9.3.12.MK.01,</p>	<p>How can marketing cost affect the success of a business?</p> <p>What are short and long term marketing expenses?</p> <p>What methods are used for financing marketing activities?</p> <p>How do marketers utilize</p>	<ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of the costs associated with marketing and the impact those cost have on a business.</li> <li>▪ Assess the costs/benefits associated with resources</li> <li>▪ Explain the concept of economic resources</li> </ul>	<p><b>Compare &amp; Contrast</b>            Students will compare financial statement from two similar corporations in the hospitality/tourism industry (i.e. Marriot and Holiday Inn or Applebee's and Friday's)</p>	<p><b>Recourses for Understanding Financial Statements Websites</b></p> <p><a href="http://www.sec.gov/investor/pubs/begfinstmtguide.htm">http://www.sec.gov/investor/pubs/begfinstmtguide.htm</a></p> <p><a href="http://www.baruch.cuny.edu/tutorials/statements/">http://www.baruch.cuny.edu/tutorials/statements/</a></p> <p><a href="https://www.ibm.com/investor/help/guide/?tab=ta">https://www.ibm.com/investor/help/guide/?tab=ta</a></p>

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<p>9.3.12.MK.02, 9.3.12.MK.04, 9.3.12.MK.08</p> <p><b>CCTC:</b> MK.01.1, MK.01.4, MK.01.6, MK.02.3, MK.02.4, MK.02.5, MK.04.4, MK.04.9, MK.08.4</p> <p><b>CCSSRI:</b> 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>forecasts, budgets and financial statements in the marketing process?</p> <p>How is financial information used to increase profits?</p>	<ul style="list-style-type: none"> <li>▪ Determine economic utilities created by business activities.</li> </ul>		<p><a href="#">b_BB&amp;anchor=statementoverview</a></p> <p><a href="https://www.moneyinstructor.com/lesson/linkincomeballp.asp">https://www.moneyinstructor.com/lesson/linkincomeballp.asp</a></p>
<p>Identify the qualities and skills needed to run a small business, analyze the impact of marketing on business success, and compose a business plan.</p> <p><b>NJSLS:</b> 9.2.12.C,</p>	<p>What are the characteristics of an entrepreneur?</p> <p>How can the marketing process be used to identify entrepreneurship opportunities?</p> <p>What is the purpose of</p>	<ul style="list-style-type: none"> <li>▪ Demonstrate flexibility and willingness to learn new knowledge and skills.</li> <li>▪ Identify positive work qualities typically desired in each of the career cluster</li> </ul>	<p><b>Business Plan</b> Student will create a business plan including the following:</p> <ul style="list-style-type: none"> <li>• Market research to identify a need in the community</li> <li>• Clear objectives for the business</li> </ul>	<p><b>Entrepreneur Magazine – Steps to creating a business plan</b> <a href="https://www.entrepreneur.com/article/247574">https://www.entrepreneur.com/article/247574</a></p> <p><b>Entrepreneur Magazine – Marketing Your Business</b></p>

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<p>9.3.12.MK.01, 9.3.12.MK.02, 9.3.12.MK.05, 9.3.12.MK.07, 9.3.12.MK.10,</p> <p><b>CCTC:</b> 9.2.12.C.6, MK.01.1, MK.01.4 MK.01.6, MK.02.3, MK.02.4, MK.02.5, MK.05.1, MK.05.2, MK.05.6, MK.07.1, MK.10.4</p> <p><b>CCSSRI:</b> 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>creating a business plan and what are the major aspects of a business plan?</p>	<p>pathways</p> <ul style="list-style-type: none"> <li>▪ Discuss how specific organizational policies and procedures influence a specific work situation</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the business</li> <li>• Analyze the local competition</li> <li>• Budget for 6 months.</li> </ul>	<p><a href="https://www.entrepreneur.com/topic/marketing">https://www.entrepreneur.com/topic/marketing</a></p> <p><b>Small Business Association – Business Plan</b></p> <p><a href="https://www.sba.gov/start-ing-business/write-your-business-plan">https://www.sba.gov/start-ing-business/write-your-business-plan</a></p> <p><a href="https://www.sba.gov/tools/business-plan/1">https://www.sba.gov/tools/business-plan/1</a></p>
<p>Investigate the benefits and costs of various business and management structures and identify the role of</p>	<p>What is the role of manager in effective marketing?</p> <p>How are a market plan</p>	<ul style="list-style-type: none"> <li>▪ Demonstrate knowledge of effective managerial skills and an understanding of the</li> </ul>	<p><b>Presentation/Training</b></p> <p>Students will design and conduct a classroom training on Employee performance and it</p>	<p><b>The Secret to Increased Productivity: Taking Time Off</b></p> <p><a href="https://www.entrepreneur.com/article/237446">https://www.entrepreneur.com/article/237446</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills& Indicators	Sample Activities	Resources
<p>business and marketing plans in establishing management profiles.</p> <p><b>NJSLS:</b> 9.3.12.HT.02, 9.3.12.HT-TT.09, 9.3.12.MK.02, 9.3.12.MK.05</p> <p><b>CCTC:</b> HT.02.1, HT-TT.09.2, MK.02.3, MK.05.1, MK.05.2, MK.05.3</p> <p><b>CCSSRI.</b>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>and effective marketing management connected?</p> <p>What are the functions of management?</p> <p>What are some strategies for adhering to a budget?</p>	<p>impact managers have on business performance overall and marketing in general.</p> <ul style="list-style-type: none"> <li>▪ Analyze the various roles of leaders within organizations.</li> <li>▪ Consider issues related to self, team, community, diversity, environment and global awareness when leading others.</li> </ul>	<p>importance for a successful business.</p>	<p><b>Better Business Through Budgeting by Karen Klein</b>  <a href="http://www.bloomberg.com/news/articles/2006-01-18/better-business-through-budgeting">http://www.bloomberg.com/news/articles/2006-01-18/better-business-through-budgeting</a></p> <p><b>Importance of Employee Performance in Business Organizations by Ruth Mayhew, studioD</b>  <a href="http://smallbusiness.chron.com/importance-employee-performance-business-organizations-1967.html">http://smallbusiness.chron.com/importance-employee-performance-business-organizations-1967.html</a></p>
<p>Analyze the important role of staffing as a marketing tool for a business and identify the steps businesses take to</p>	<p>What are the benefits of reliable, well-trained staff to any business?</p> <p>How can staffing issues</p>	<ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of the factors that relate to customer satisfaction and the role</li> </ul>	<p><b>Compare and Contrast</b>            Students will select two companies within the same pathway of hospitality and tourism</p>	<p><b>McDonald's New Employee Manual</b>  <a href="http://anakare.weebly.com/uploads/2/5/8/9/25891">http://anakare.weebly.com/uploads/2/5/8/9/25891</a></p>



Student Learning Objectives (SLOs)	Essential Questions	Skills& Indicators	Sample Activities	Resources
<p>ensure effective staffing.</p> <p><b>NJSLS:</b> 9.3.12.HT.02, 9.3.12.HT.05, 9.3.12.MK.05,</p> <p><b>CCTC:</b> HT.02.1, HT.05.1, MK.05.1, MK.05.2, MK.05.3</p> <p><b>CCSS:</b> 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>impact marketing and the success of a business?</p> <p>How can corporate training and staffing policies be used as marketing tools?</p>	<p>marketing plays in it.</p> <ul style="list-style-type: none"> <li>▪ Communicate effectively when developing positive customer relationships.</li> <li>▪ Exhibit public relation skills to increase internal and external customer satisfaction</li> <li>▪ Conduct customer satisfaction studies.</li> <li>▪ Conduct service quality studies.</li> </ul>	<p>and compare and contrast the staffing policies and training procedures for each company.</p>	<p><a href="#">647/formal_project-employee_manual.pdf</a></p> <p><b>Twilight Pizza Bistro</b>  <a href="http://www.twilightpizzabistro.com/wp-content/uploads/2012/09/Employee-Manual-rev-9-12.pdf">http://www.twilightpizzabistro.com/wp-content/uploads/2012/09/Employee-Manual-rev-9-12.pdf</a></p> <p><b>The Palms Hotel&amp; Spa.</b>  <a href="http://www.thepalmshotel.com/wp-content/uploads/Team-Member-Handbook.pdf">http://www.thepalmshotel.com/wp-content/uploads/Team-Member-Handbook.pdf</a></p> <p><b>Hilton Worldwide</b>  <a href="http://hiltonworldwide.com/development/management-services/hr-and-training.html">http://hiltonworldwide.com/development/management-services/hr-and-training.html</a></p> <p>Disney Corporation  <a href="http://disneycareers.com/en/default/">http://disneycareers.com/en/default/</a></p>

## Unit 4 Vocabulary

*Benefits*  
*Budgets*  
*Business exposure*  
*Business Investment*  
*Business Plan*  
*Business Policies*  
*Capital*  
*Competition*  
*Costs*  
*Customer Satisfaction*  
*Diversity*  
*Economic Resources*  
*Economy*  
*Entrepreneurship*  
*Expenses*  
*Financial Risks*  
*Financial Statements*  
*Forecasts*

*Global Awareness*  
*Leaders*  
*Management*  
*Management Structure*  
*Manager*  
*Managerial Skills*  
*Marketing Mix*  
*Marketing plan*  
*Profits*  
*Public relations*  
*Retention*  
*Revenue*  
*Staff*  
*Staff Training*  
*Staffing*  
*Staffing Policies*  
*Team*

## Suggested Unit Projects

*Choose At Least One*

### **Economic Benefits of Marketing – Economic Utility**

In groups of pairs, students will generate at least two examples of the different types of Economic Utility and explain how it represents as an example of the utility. Students will provide examples for the following utilities:

1. Form Utility
2. Place Utility
3. Time Utility
4. Possession Utility
5. Information Utility

Students will present their examples to the class.

### **Presentation - Internal and External Customer Satisfaction**

Students will research internal and external customer service and provide information regarding the following:

- Explain the difference between internal and external customer service
- How does customer service affect the success of the business?
- Why is internal customer service important to the business management team?
- In what ways does internal customer service affect a business?
- Predict the challenges a business may encounter when dealing with external customer service concerns.
- Formulate a plan how businesses can improve their internal and external customer service.

## Suggested Structured Learning Experiences

### **Six Flags Great Adventure LLC**

Marketing & Business Day – Exclusive Educational Day

PO Box 28578

New York, NY 10087-8574

Email: [njspecialevents@sixflags.com](mailto:njspecialevents@sixflags.com)

Phone: 732-928-2000 x2850

Fax: 732-928-1374

Website <https://www.sixflags.com/greatadventure/special-events/educational-event/business-marketing-education-days>

### **Adventure Aquarium**

1 Riverside Drive

Camden, NJ 08103

Phone: 856-365-3300

<http://www.adventureaquarium.com/Groups/Educator-Inlet>

Field Trip Planner

[http://www.adventureaquarium.com/-/media/Files/HFE/AAQ\\_COM/Educator-Inlet/FieldTripPlanner.ashx?la=en](http://www.adventureaquarium.com/-/media/Files/HFE/AAQ_COM/Educator-Inlet/FieldTripPlanner.ashx?la=en)