

Course: *Sports, Entertainment, and Hospitality Marketing*
Unit #4: Hospitality Marketing

Year of Implementation: 2024-2025

Curriculum Team Members

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

https://nj.gov/education/standards/clicks/Docs/2014_9.3_21LifeAndCareers.pdf

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - **Content Standards-**https://www.nj.gov/education/standards/clicks/Docs/2014_9.3_21LifeAndCareers.pdf
 - 9.3.HT.1 Describe the key components of marketing and promoting hospitality and tourism products and services.
 - 9.3.HT.2 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.HT.3 Demonstrate hospitality and tourism customer service skills that meet customers' needs.
 - 9.3.HT.4 Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace.
 - 9.3.HT.5 Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.
 - **21st Century Life & Career Standards**

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.3.12.BM-OP.2 Develop and maintain positive customer relationships.

○ **English Companion Standards**

- Grade 11-12 Companion Standards:

- https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion11-12.pdf

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

○ **Interdisciplinary Content Standards**

- List any standards from other content areas that apply to this unit.

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to evaluate marketing concepts within the hospitality industry both professionally and as consumers.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

1. utilize and integrate essential communication and technical skills significant to 21st century life, work, and community
2. evaluate careers using critical thinking and problem-solving skills to respond to changing societal and economic conditions
3. create authentic learning experiences to successfully transfer knowledge into real-world experiences preparing them for life and career
4. use technology to extend creativity and/or improve problem-solving ability

Enduring Understandings

Students will understand that . . .

EU 1

- the travel and tourism industry is important to the economy

EU 2

- the hotel industry is competitive and requires a strong focus on marketing and management concepts to be successful.

EU3

Essential Questions

- What determines success for the hotel industry among the competition in the marketplace?
- What influences consumers' decisions as a guest in the hospitality industry?

- the restaurant industry is diverse and entails a concentration in human resource operations and promotional strategies to be a key competitor.

Knowledge:

Students will know . . .

EU 1

- the financial impact of the travel and tourism industry. (9.3.HT.1, 9.3.HT.2)
- what qualifies as being a part of the hospitality industry. (9.3.HT.1, 9.3.HT.2)
- the definition of service marketing and how it relates to the hospitality industry. (9.3.HT.1)

EU 2

- the main types of lodging offered in the hospitality industry. (9.3.HT.2)
- the connection between amenities offered and price. (9.3.HT.1)
- methods to create a customer profile. (9.3.HT.1, 9.3.HT.3)
- characteristics of a customer survey. (9.3.HT.1)
- front and back of the house operations in the hotel industry. (9.3.HT.3)

EU3

- at least three primary types of restaurants offered to the public. (9.2.12.C.1)
- the connection between a dining experience and menu price. (9.3.HT.3)

Skills:

Students will be able to . . .

EU 1

- research and analyze the growth in the hospitality sector. (9.3.HT.2)
- research and identify companies within the hospitality sector. (9.2.12.C.1)
- apply understanding of marketing concepts to the hospitality industry. (9.3.HT.1)

EU 2

- determine types of lodging based upon physical characteristics. (9.2.12.C.1)
- determine a price strategy for a hotel. (9.3.HT.1)
- analyze demographics, psychographics, and geographic of a returning customer. (9.3.HT.1)
- analyze strengths and weaknesses of strong customer survey questions. (9.3.HT.1, 9.3.HT.3)
- research and identify specific operational roles in the hotel industry. (9.3.HT.4, 9.3.HT.5)

EU 3

- categorize restaurant examples into one of the three primary types. (9.2.12.C.1)
- determine a price strategy for a restaurant. (9.3.HT.1)
- apply prior understanding of marketing concepts to the restaurant industry. (9.3.HT.1)
- research and identify specific operational roles in the hotel industry (9.3.HT.4, 9.3.HT.5)

- promotional strategies used to market a restaurant. (9.3.HT.1)
- front and back of the house operations in the hotel industry. (9.3.HT.3, 9.3.HT.4, 9.3.HT.5)

Stage Two - Assessment

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Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy):
Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Present lessons including relevant vocabulary and examples (A, EU1, EU2, EU3)
- Present video documentary on Dubai (rise in tourism) (A, EU1)
- Create a tourism plan for a specific demographic area using a digital presentation platform. (M,T, EU1)
- Perform market research and create a pros and cons list on specific travel areas for a family of four (M, EU1)
- Read examples of travel blogs and hotel critiques (A, EU1, EU2)
- Write a hotel critique for a travel magazine (M,T, EU2)
- Hotel manager DECA role play assignment (M,T, EU2)
- Present video on how technology is changing the hotel lobby experience (A, EU2)
- Create a group presentation on an innovative lobby idea using a digital presentation platform. (T, EU2)
- Matching activity on types of restaurants (A, EU3)
- Wait service DECA role play assignment (M,T, EU3)
- Develop a menu for a specific restaurant (M,T, EU3)
- Create a promotional plan for a new restaurant (M,T, EU3)

- Virtual Business Restaurant (M, EU3)
- Watching and analyzing "Hotel Impossible" (M, T, EU2)

Pacing Guide

{This chart will be identical in all of the units for this course.}

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	Basics of Marketing	34
2	Sports and Entertainment Marketing	34
3	Marketing Management	34
4	Hospitality	33

Instructional Materials

- Sports Career Consulting
- Advertising Age
- Nations Restaurant News Online Newsletter
- Knowledge Matters–Sports and Entertainment Simulation
- Youtube
- Streaming services
- Sports and Entertainment Textbook
- Hospitality Textbook
- ESPN 30 for 30

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.