

***SPORTS, ENTERTAINMENT, HOSPITALITY & TOURISM MARKETING**

**Revised AUGUST 2010
COURSE NUMBER 673**

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TEACHER: MR. GARY DUTKO

Name of Course: Sports, Entertainment, Hospitality, & Tourism Marketing
Level of Course: Academic
Prerequisites: Advertising & Sales or Retail Marketing
Grades Levels Offered to: 10 through 12
Course Number: 673
Number of Credits: 5
Length: Thirty Six Week curriculum / 180 days
Recommended class size: Maximum 24- (No Computer restrictions)
Teacher Recommendation: One-Certified Business: Marketing Education Teacher
Revised Date and Teachers Names: Mr. Gary Dutko (August 2010)
Next Revision Due: April 2015

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomical status.

Purpose:

This course is designed for the student who plans to pursue a college degree in Sports, Entertainment, Hospitality, Tourism, or Recreation Marketing or the student who seeks employment (i.e. summer employment) or career preparation in some aspect of the sports/entertainment/hospitality/tourism industries.

Major emphasis of the course will be in the following areas: Marketing concepts –taught through the marketing of a professional sports team (Fantasy Football projects), concession, security, contracts and negotiations, market research, the importance of Sports/Entertainment and Recreation to our economy, media and promotion, public relations, sponsorships, event management, licensing and legal issues, ethics, and executing the operation of an event or simulation. This curriculum prepares students for viable marketing-related jobs in fields such as Hospitality or Tourism, following graduation from high school.

Participation in DECA is strongly suggested in this course. *

Method of Instruction:

The Sports, Entertainment, Hospitality, Tourism course will provide students with knowledge of entry level as well as in-depth marketing skills and introduce various technology used in the sports, entertainment, hospitality, or tourism fields. Through participation in problem solving activities, lecture & discussion, and computer simulation the students will gain valuable sports, entertainment, hospitality, and tourism marketing knowledge. There will be a clear connection made between the material taught in the Marketing classes and real world principles. In order to solve real life problems students will take part in role playing activities that parallel actual situations that could occur in the sports, entertainment, or recreation fields. These will also parallel DECA competitive events as the course will help to prepare DECA students for competitions. Students will get a better understanding of how real world situations are addressed and how problems are solved.

General Objectives:

At the conclusion of this course, the students will be able to:

1. Using sports to market business.
2. Using marketing in the world of sports.
3. Define sponsorship.
4. Identify the three parts of the Sponsorship Triangle.
5. Explain the interdependency of the three parts of the Sponsorship Triangle.
6. Explain why sponsorship is necessary.
7. Explain why the measured media is becoming less effective.
8. Explain what the "fragmenting" of mass markets means.
9. Explain niche marketing.
10. Explain how sponsorship provides two-way communication and why this is desirable.
11. Explain why consumers are willing to accept sponsorship as a form of advertising.
12. Explain the economic value and benefits of marketing.
13. Identify future employment opportunities for those trained in SER marketing.
14. Explain the Marketing Concept & the Marketing mix.
15. Utilize a variety of different forms of presentation techniques.
16. Work in teams for learning, problem solving, and presentation.
17. Prepare for life-long learning by using self-management and self-assessment strategies in terms of knowledge and skills.
18. Explore career-specific areas.
19. Develop skills in critical thinking, analytical reasoning and logic, and the ability to establish and recognize the validity of information.
20. Understand the purpose of DECA and how it can help prepare students for the business world.
21. Become an independent thinker, recognize when to follow, and know how to be a good team member.
22. Develop and apply problem solving methods.
23. Describe the basic functions of a business.
24. Explain the value of hospitality and client entertainment at sporting events.
25. Why Companies Sponsor
26. Pricing of sponsorships
27. Ambush Marketing
28. Measuring Sponsorship Results
29. Understand the purpose of a marketing plan.
30. Identify the strengths and weaknesses of each available medium.
31. Explain the importance of market research in sports.
32. Understand the concept of SWOT to determine feasibility/potential success of a particular event.
33. Identify the criteria for a successful Fan Fun event.
34. Demonstrate an understanding of the nature and structure of licensing.
35. Explain the roles and functions of individuals engaged in hospitality, tourism, and recreation careers.
36. Analyze opportunities for employment in hospitality, tourism, and recreation careers
37. Summarize education and training requirements and opportunities for career paths in hospitality, tourism, and recreation careers.
38. Analyze the impact of hospitality occupations on local, state, national, and global economies.

39. Analyze the role of professional organizations in the hospitality, tourism, and recreation professions.
40. Explain the importance of safety, security, and environmental issues related to the hospitality, tourism, and recreation industries.
41. Demonstrate procedures for assuring guest or customer safety.
42. Demonstrate management and conservation of resources for energy efficiency and protection of the environment.
43. Analyze the relationship between employee attitude, appearance, and actions and guest or customer satisfaction.
44. Analyze effects of customer relations on success of the hospitality, tourism, and or recreation industry.
45. Analyze effects of customer relations on meeting the hospitality, tourism, and recreation needs of special populations.
46. Apply facility management, maintenance, and service skills to lodging operations.
47. Apply time and work management skills to facility service tasks.
48. Analyze sales and marketing functions in lodging operations.
49. Examine lodging, tourism, and recreation customs of various regions and countries.
50. Assemble information needed for domestic and international travel.
51. Produce travel documents and itineraries, utilizing current technology.
52. Demonstrate management of recreation, leisure, and other programs and events.

Lecture/Discussion
 Class Projects/ Lab Sessions
 Problem-Based learning
 Computer-Base instruction
 Homework
 Mentor/Visitations

Measurement of success in meeting these general objectives will be carried out through the following methods of assessment:

Classwork/Homework
 Quizzes/Tests Mid Term Exam and Final Exam
 Projects/Labs
 Class Participation

Standards Targeted Throughout the Curriculum

21st Century Life and Career Skills

Standard 9.1 –Twenty-first Century Life and cCreer Skills

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

<http://www.njcccs.org/Standardsearchresult.aspx?contentarea=9&StandardCodes=9.1&StartGrade=5&EndGrade=13&WCSRequest=Y>

Standard 9.1 describes skills that prepare students to fully engage in civic and work life. The standard includes six strands, which reflect the [Framework for 21st Century Learning](#):

- Critical Thinking and Problem Solving
- Creativity and Innovation
- Collaboration, Teamwork, and Leadership
- Cross-Cultural Understanding and Interpersonal Communication
- Communication and Media Fluency
- Accountability, Productivity, and Ethics

Standard 9.2 Personal Financial Literacy

<http://www.njcccs.org/Standardsearchresult.aspx?contentarea=9&StandardCodes=9.2&StartGrade=5&EndGrade=13&WCSRequest=Y>

All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

Standard 9.2 describes skills that prepare students for personal and civic financial literacy. The inclusion of Personal Financial Literacy as a standard, rather than as a strand, reflects the growing need for 21st-century citizens to be financially literate, particularly in light of the increasing number of financial choices they face due to the global economy. Financial literacy includes the application of knowledge, skills, and ethical values when making consumer and financial decisions that impact the self, the family, and the local and global communities.

Standard 9.2 is aligned to the Jump \$tart Coalition for Personal Financial Literacy's [National Standards in K-12 Personal Finance Education](#) and includes seven strands:

Income and Careers
Money Management
Credit and Debt Management
Planning, Saving, and Investing
Becoming a Critical Consumer
Civic Financial Responsibility
Risk Management and Insurance

Standard 9.3 Career Awareness, Exploration, and Preparation

<http://www.njcccs.org/Standardsearchresult.aspx?contentarea=9&StandardCodes=9.3&StartGrade=5&EndGrade=13&WCSRequest=Y>

All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Standard 9.3 describes skills that prepare students for career pursuits and lifelong learning. The three strands in standard 9.3 reflect the requirements outlined in New Jersey Administrative Code (N.J.A.C. 6A:8-3.2):

Career Preparation (grades 9-12)

Standard 9.4 Career and Technical Education

<http://www.njcccs.org/Standardsearchresult.aspx?contentarea=9&StandardCodes=9.4&StartGrade=5&EndGrade=13&WCSRequest=Y>

All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Standard 9.4 describes knowledge and skills that prepare students for postsecondary education, training, and employment in a chosen career pathway. Unlike standards 9.1, 9.2, and 9.3, which apply to all students from grades K-12, standard 9.4 applies only to high school students enrolled in career and technical education programs.

ALL OTHER STANDARDS ARE HERE: <http://www.njcccs.org/Worldclassstandards.aspx>

Mark-Ed National Marketing Standards 2007

Marketing Core *Marketing Career Cluster Status Report* Copyright © 2008,

Marketing Education Resource Center®

Instructional Area: Channel Management

Knowledge and Skill Statement: Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels

Performance Element: Acquire foundational knowledge of channel management to understand its role in marketing.

Performance Indicators:

Explain the nature and scope of channel management (CM:001, DS LAP 1) (CS)

Explain the relationship between customer service and channel management (CM:002) (CS)

Explain the nature of channels of distribution (CM:003, MB LAP 3) (CS)

Describe the use of technology in the channel management function (CM:004) (CS)

Explain legal considerations in channel management (CM:005) (SP)

Describe ethical considerations in channel management (CM:006) (SP)

Performance Element: Manage channel activities to minimize costs and to determine distribution strategies.

Performance Indicators:

Coordinate channel management with other marketing activities (CM:007) (SP)

Explain the nature of channel-member relationships (CM:008) (SP)

Explain the nature of channel strategies (CM:009) (MN)

Select channels of distribution (CM:010) (MN)

Evaluate channel members (CM:011) (MN)

Instructional Area: Marketing-Information Management

Knowledge and Skill Statement: Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions

Performance Element: Acquire foundational knowledge of marketing-information management to understand its nature and scope.

Performance Indicators:

Describe the need for marketing information (IM:012) (CS)

Explain the nature and scope of the marketing information management function (IM:001, IM LAP 2) (SP)

Explain the role of ethics in marketing-information management (IM:025) (SP)

Describe the use of technology in the marketing-information management function (IM:183) (SP)

Performance Element: Understand marketing-research activities to show command of their nature and scope.

Performance Indicators:

Explain the nature of marketing research (IM:010, IM LAP 5) (SP)

Explain types of primary marketing research (IM:276) (SP)

Identify sources of primary and secondary data (IM:280) (SP)

Explain research techniques (IM:281) (SP)

Determine the marketing-research problem/issue (IM:282) (SP)

Identify research approaches (e.g., observation, survey, experiment) appropriate to the research problem (IM:283) (SP)

Identify the relationship between the research purpose and the marketing research objectives (IM:284) (SP)

Discuss the nature of sampling plans (i.e., who, how many, how chosen) (IM:285) (SP)

Describe types of rating scales (including Likert scales, semantic differential scales, behavior intention scales, etc.) (IM:286) (SP)

Explain the use of diaries (e.g., product, media-use, contact) (IM:287) (SP)

Explain the nature of qualitative research (IM:288) (SP)

Performance Element: Understand data-collection methods to evaluate their appropriateness for the research problem/issue.

Performance Indicators:

Identify information monitored for marketing decision making (IM:184) (SP)

Describe data-collection methods (e.g., observations, mail, telephone, Internet, discussion groups, interviews, scanners) (IM:289) (SP)

Performance Element: Interpret marketing information to test hypotheses and/or to resolve issues.

Performance Indicators:

Describe techniques for processing marketing information (IM:062) (SP)

Explain the use of descriptive statistics in marketing decision making (IM:191) (SP)

Performance Element: Assess marketing research briefs to determine comprehensiveness and clarity.

Performance Indicators:

Explain the nature of marketing research briefs (IM:290) (SP)

Determine usefulness of marketing research briefs (IM:291) (MN)

Knowledge and Skill Statements:

Performance Element: Evaluate marketing research procedures and findings to assess their credibility.

Performance Indicators:

Identify sources of error and bias (e.g., response errors, interviewer errors, non-response errors, sample design) (IM:292) (SP)

Evaluate questionnaire design (e.g., types of questions, question wording, routing, sequencing, length, layout) (IM:293) (SP)

Assess information sources on basis of strengths and weaknesses (IM:294) (SP)

Assess timeliness of research information (IM:295) (SP)

Assess appropriateness of research methods for problem/issue (IM:296) (SP)

Instructional Area: Market Planning

Knowledge and Skill Statement: Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience

Performance Element: Employ marketing-information to develop a marketing plan.

Performance Indicators:

- Explain the concept of marketing strategies (MP:001, IM LAP 7) (CS)
- Identify considerations in implementing global marketing strategies (MP:002) (MN)
- Explain the concept of market and market identification (MP:003, IM LAP 9) (CS)
- Identify market segments (MP:004) (MN)
- Select target market (MP:005) (MN)
- Explain the nature of marketing planning (MP:006) (SP)
- Explain the nature of marketing plans (MP:007) (SP)
- Explain the role of situational analysis in the marketing planning process (MP:008) (SP)
- Conduct market analysis (market size, area, potential, etc.) (MP:009) (MN)
- Conduct SWOT analysis for use in the marketing planning process (MP:010) (MN)
- Assess global trends and opportunities (MP:011) (MN)
- Conduct competitive analysis (MP:012) (MN)
- Explain the nature of sales forecasts (MP:013, IM LAP 3) (SP)
- Forecast sales for marketing plan (MP:014) (MN)
- Set marketing goals and objectives (MP:015) (MN)
- Select marketing metrics (MP:016) (MN)
- Set marketing budget (MP:017) (MN)
- Develop marketing plan (MP:018) (MN)

Performance Element: Assess marketing strategies to improve return on marketing investment (ROMI).

Performance Indicators:

- Describe measures used to control marketing planning (MP:019) (MN)
- Explain strategies for linking performance measures to financial outcomes (MP:020) (MN)
- Translate performance measures into financial outcomes (MP:021) (MN)
- Monitor and evaluate performance of marketing plan (MP:022) (MN)
- Assess cost-effectiveness of measurement tools (MP:023) (MN)
- Conduct marketing audits (MP:024) (MN)

Instructional Area: Pricing

Knowledge and Skill Statement: Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value

Performance Element: Develop a foundational knowledge of pricing to understand its role in marketing.

Performance Indicators:

- Explain the nature and scope of the pricing function (PI:001, PI LAP 2) (SP)
- Describe the role of business ethics in pricing (PI:015) (SP)
- Explain the use of technology in the pricing function (PI:016) (SP)
- Explain legal considerations for pricing (PI:017) (SP)
- Explain factors affecting pricing decisions (PI:002, PI LAP 3) (SP)

Instructional Area: Product/Service Management

Knowledge and Skill Statement: Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities

Performance Element: Acquire a foundational knowledge of product/service management to understand its nature and scope.

Performance Indicators:

Explain the nature and scope of the product/service management function

(PM:001, PP LAP 5) (SP)

Identify the impact of product life cycles on marketing decisions (PM:024) (SP)

Describe the use of technology in the product/service management function (PM:039) (SP)

Explain business ethics in product/service management (PM:040) (SP)

Performance Element: Generate product ideas to contribute to ongoing business success.

Performance Indicators:

Identify product opportunities (PM:134) (SP)

Identify methods/techniques to generate a product idea (PM:127, PM LAP 11) (SP)

Generate product ideas (PM:128) (SP)

Determine initial feasibility of product idea (PM:129) (MN)

Adjust idea to create functional product (PM:204) (MN)

Identify champion to push ideas through to fruition (PM:205) (MN)

Create processes for ongoing opportunity recognition (PM:136) (MN)

Performance Element: Apply quality assurances to enhance product/service offerings.

Performance Indicators:

Describe the uses of grades and standards in marketing (PM:019, PM LAP 8) (CS)

Explain warranties and guarantees (PM:020, PP LAP 4) (CS)

Identify consumer protection provisions of appropriate agencies (PM:017, PP LAP 7) (SP)

Evaluate customer experience (PM:138) (MN)

Performance Element: Employ product-mix strategies to meet customer expectations.

Performance Indicators:

Explain the concept of product mix (PM:003, PP LAP 3) (SP)

Describe the nature of product bundling (PM:041) (SP)

Identify product to fill customer need (PM:130) (MN)

Plan product mix (PM:006) (MN)

Determine services to provide customers (PM:036) (MN)

Performance Element: Position products/services to acquire desired business image.

Performance Indicators:

Describe factors used by marketers to position products/services (PM:042) (SP)

Explain the nature of product/service branding (PM:021, PM LAP 6) (SP)

Explain the role of customer service in positioning/image (PM:013, PM LAP 1) (MN)

Develop strategies to position products/services (PM:043) (MN)

Build product/service brand (PM:126, PM LAP 10) (MN)

Performance Element: Position company to acquire desired business image.

Performance Indicators:

Explain the nature of corporate branding (PM:206) (SP)

Describe factors used by businesses to position corporate brands (PM:207) (SP)

Develop strategies to position corporate brands (PM:208) (MN)

Build corporate brands (PM:209) (MN)

Instructional Area: Promotion

Knowledge and Skill Statement: Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome

Performance Element: Acquire a foundational knowledge of promotion to understand its nature and scope.

Performance Indicators:

Explain the role of promotion as a marketing function (PR:001, PR LAP 2) (CS)

Explain the types of promotion (PR:002, PR LAP 4) (CS)

Identify the elements of the promotional mix (PR:003, PR LAP 1) (SP)

Describe the use of business ethics in promotion (PR:099) (SP)

Describe the use of technology in the promotion function (PR:100) (SP)

Describe the regulation of promotion (PR:101) (SP)

Performance Element: Understand promotional channels used to communicate with targeted audiences.

Performance Indicators:

Explain types of advertising media (PR:007, PR LAP 3) (SP)

Describe word-of-mouth channels used to communicate with targeted audiences (PR:247) (SP)

Explain the nature of direct marketing channels (PR:089) (SP)

Identify communications channels used in sales promotion (PR:249) (SP)

Explain communications channels used in public-relations activities (PR:250) (SP)

Performance Element: Understand the use of an advertisement's components to communicate with targeted audiences.

Performance Indicators:

Explain the components of advertisements (PR:014, PR LAP 7) (SP)

Explain the importance of coordinating elements in advertisements (PR:251) (SP)

Performance Element: Understand the use of public-relations activities to communicate with targeted audiences.

Performance Indicators:

Identify types of public-relations activities (PR:252) (SP)

Discuss internal and external audiences for public-relations activities (PR:253) (SP)

Performance Element: Understand the use of trade shows/expositions to communicate with targeted audiences.

Performance Indicators:

Explain how businesses can use trade-show/exposition participation to communicate with targeted audiences (PR:254) (SP)

Explain considerations used to evaluate whether to participate in trade shows/expositions (PR:255) (SP)

Performance Element: Manage promotional activities to maximize return on promotional efforts.

Performance Indicators:

Explain the nature of a promotional plan (PR:073) (SP)

Coordinate activities in the promotional mix (PR:076) (SP)

Performance Element: Evaluate long-term and short-term results of promotional efforts.

Performance Indicators

Identify metrics to assess results of promotional efforts (PR:256) (MN)

Implement metrics to assess results of promotional efforts (PR:257) (MN)

Instructional Area: Selling

Knowledge and Skill Statement: Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities

Performance Element: Acquire a foundational knowledge of selling to understand its nature and scope.

Performance Indicators:

Explain the nature and scope of the selling function (SE:017, SE LAP 117) (CS)

Explain the role of customer service as a component of selling relationships (SE:076, SE LAP 130) (CS)

Explain key factors in building a clientele (SE:828, SE LAP 115) (SP)

Explain company selling policies (SE:932, SE LAP 121) (CS)

Explain business ethics in selling (SE:106, SE LAP 129) (SP)

Describe the use of technology in the selling function (SE:107) (SP)

Describe the nature of selling regulations (SE:108) (SP)

Performance Element: Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.

Performance Indicators:

Acquire product information for use in selling (SE:062) (CS)

Analyze product information to identify product features and benefits (SE:109, SE LAP 113) (SP)

Performance Element: Understand sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.

Performance Indicators:

Explain the selling process (SE:048, SE LAP 126) (CS)

Discuss motivational theories that impact buying behavior (SE:359) (SP)

National Standards for Family & Consumer Science 10.0

Hospitality, Tourism, and Recreation

Comprehensive Standard

Synthesize knowledge, skills and practices required for careers in hospitality, tourism, and recreation

Content Standards

10.1 Analyze career paths within the hospitality, tourism and recreation industries.

Competencies

10.1.1 Explain the roles and functions of individuals engaged in hospitality, tourism, and recreation careers.

10.1.2 Analyze opportunities for employment in hospitality, tourism, and recreation careers.

10.1.3 Summarize education and training requirements and opportunities for career paths in hospitality, tourism, and recreation careers.

10.1.4 Analyze the impact of hospitality occupations on local, state, national, and global economies.

10.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in hospitality, tourism, and recreation careers

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| | 10.1.6 | Analyze the role of professional organizations in the hospitality, tourism, and recreation professions. |
| 10.2 | Demonstrate procedures applied to safety, security, and environmental issues. | 10.2.1 Explain the importance of safety, security, and environmental issues related to the hospitality, tourism, and recreation industries.
10.2.2 Demonstrate procedures for assuring guest or customer safety.
10.2.3 Evaluate evacuation plans and emergency procedures.
10.2.4 Demonstrate management and conservation of resources for energy efficiency and protection of the environment.
10.2.5 Design a system for documenting, investigating, and taking action on safety, security, and environmental issues. |
| 10.3 | Apply concepts of quality service to to assure customer satisfaction. | 10.3.1 Apply industry standards for service methods that meet expectations of guests or customers.
10.3.2 Analyze the relationship between employee attitude, appearance, and actions and guest or customer satisfaction.
10.3.3 Apply a system to evaluate and resolve employee, employer, guest, or customer complaints.
10.3.4 Analyze effects of customer relations on success of the hospitality, tourism, and or recreation industry.
10.3.5 Analyze effects of customer relations on meeting the hospitality, tourism, and recreation needs of special populations. |
| 10.4 | Demonstrate practices and skills involved in lodging occupations. | 10.4.1 Demonstrate front desk, office, and customer service skills.
10.4.2 Perform cash handling, accounting, and financial transactions.
10.4.3 Manage convention, meeting, and banquet support functions.
10.4.4 Apply basic food preparation and services skills in catering operations.
10.4.5 Manage use, care, storage, maintenance, and safe operations of equipment, tools, and supplies.
10.4.6 Apply facility management, maintenance, and service skills to lodging operations.
10.4.7 Apply time and work management skills to facility service tasks.
10.4.8 Analyze sales and marketing functions in lodging operations. |
| 10.5 | Demonstrate practices and skills for travel related services. | 10.5.1 Examine geography, climate, sites, and time zones of various regions and countries.
10.5.2 Examine lodging, tourism, and recreation customs of various regions and countries.
10.5.3 Apply knowledge of food, beverage, and etiquette of various regions and countries to decisions about lodging, tourism, and recreation.
10.5.4 Assemble information needed for domestic and international travel.
10.5.5 Produce travel documents and itineraries, utilizing current technology.
10.5.6 Monitor travel arrangements using computerized |

systems.

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| 10.6 Demonstrate management of recreation, leisure, and other programs and events. | 10.6.1 Coordinate client inquiries and requests.
10.6.2 Design themes, time lines, budgets, agendas, and itineraries.
10.6.3 Organize locations, facilities, suppliers, and vendors for specific services.
10.6.4 Prepare for distribution of event materials.
10.6.5 Demonstrate skills related to promoting and publicizing events.
10.6.6 Manage programs and events for specific age groups or diverse populations.
10.6.7 Promote wellness through recreation and leisure programs and events. |
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Specific Behavioral Objectives and Timelines:

Current school structure: One day = One 42 minute period. Many units of study are woven together to simulate the real world.

Unit 1: Introduction to “The World of Marketing” (Sports, Entertainment, & Recreation Marketing)

Time = 1.5 weeks

Goal: The student will become familiar with fellow classmates, Business Department policies, and general marketing terms and concepts to build a foundation for further learning in SER Marketing, including History, similarities, and differences in the marketing of: Sports, Entertainment, and Recreation.

Objectives:

1. Students will complete an information card containing: name, name of parent/guardian, phone number, address, and book number.
2. Explain the economic value (utilities) and benefits of marketing.
3. Discuss the reasons for studying marketing (especially SER marketing).
4. Identify future employment opportunities for those trained in marketing.
5. Explain the Marketing Concept.
6. Define Demographics.
7. Identify the 4 P’s of the Marketing Mix.
8. Explain economics and free enterprise
9. Identify intellectual property rights
10. Explain the different types of business ownership
11. Explain the economic impact of sports and entertainment.
12. Discuss the history of Sports and entertainment 7 impact on today’s markets
13. Explain risk and risk management of sports & entertainment event.
14. Identify differences between marketing sports and marketing entertainment products

Textbook: Chapters 1 + 2, pages 1 – 48

Assignments: Worksheets pg 21, 22, 43, & 44
Quick check questions pp.11, 20, 31, &38

Definition of Key terms Chapter 1 & 2
Case Studies

Evaluation: Workbook pages
Quick check questions pp.11, 20, 31, 38
Chapter 1 & 2 review and activities pg 24-25, & 46-47
Examview Pro Testbank -Quiz on Chapter 1 & Chapter 2
Unit Test

Unit #2: DECA

Time = 3+ weeks -Ongoing

Goal: To familiarize students with DECA activities and events that simulate real-life situations one may encounter in a sports, entertainment, or recreation marketing career.

DECA activities are an ongoing part of any marketing education program and will vary throughout the year. Class time will be allotted as needed with an average of 2 sessions per month taking place. As competitive events draw near, the frequency of sessions may be greater because the role-playing situations performed in class are an effective means of preparation for these events and enhance problem solving skills.

In SER Marketing an emphasis will be placed on a establishing a sound foundation of general marketing skills and how they apply to the sports and entertainment fields. Students are encouraged to take part in various leadership workshops, fundraising activities, community service projects, volunteer programs or projects, and entrepreneurial activities. Students will collaborate with the teacher to establish goals.

Materials: DECA Prep materials from MarkEd resources
Previous years projects, tests, study guides, and materials

Assignments: Practice tests
Website practice materials: www.deca.org and www.glencoe.com
Role-playing situations in problem solving

Activities: COLT leadership workshop (October)
NARCON/SoNAR conference (November)
Fashion, Finance, & Entertainment workshops (Nov/Dec)
DECA Career Day @ Nets facility (Nov –Jan)
DECA Regional competition (January)
Sports & Entertainment Conference (February)
DECA States competition (Feb/March)
DECA ICDC (National Conference) (April/May)
Any other conferences/workshops deemed necessary by National DECA

Unit #3: Sports Marketing

Time = 2+ weeks

Goal: To provide students with basic knowledge of the Sports Market specifically, in order to understand the principles and practices emphasized in our economy as well as world economies.

Objectives:

1. Define sports marketing.
2. Identify different categories of sports
3. Differentiate between amateur and professional sports
4. Discuss significance of international sports (emphasize Olympics)
5. Explain the importance of women's sports (and Title IX)
6. Define the sports consumer
7. Explain market segmentation
8. Identify difference between sports goods and services
9. Explain the economic impact of sports marketing on communities & nations.

Text: Chapters 3 + 4, pages 50 -73

Materials: DVD's and Videos as needed to include but not limited to:
Jerry Maguire, Rudy, Remember the Titans, Ali, Michael Jordan to the Max, and others as need arises.

Assignments: Worksheets pg 69, 70, 89, 90
Quick check questions pp.57, 68, 84, 88
Definition of Key terms Chapter 3 & 4
Case Studies pg 53 +63, 75 & 87
Meadowlands Tour of facilities (Oct./Nov)

Evaluation: Worksheets pg 69, 70, 89, 90
Quick check questions pp.57, 68, 84, 88
Chapter 3 & 4 review and activities pg 72 & 92
Examview Pro Testbank -Quiz on Chapter 3 & Chapter 4
Unit Test

Unit #4: Sports Marketing Mix

Time = 4 - 5 weeks

Goal: To identify all elements of the sports marketing mix (place, product, price, & promotion) including: sports product lines, market research, branding, event marketing, and marketing plans and align these components with opportunities available for career growth in sports marketing.

Objectives:

1. Differentiate between product items & lines
2. Classify consumer and business goods
3. Explain the seven steps in new product development
4. Identify stages in the product life cycle
5. Examine price and the factors that affect price
6. Define Market Research and explain how businesses use it
7. Discuss channels of distribution
8. Explain the concept of branding
9. Explain the importance of sponsorships and endorsements
10. Define event marketing

11. Explain promotion and the promotional mix in sports marketing
12. Identify the roles of advertising, sales promotion, public relations, & personal selling in sports marketing
13. Describe the uses of technology in sports marketing.
14. Explain the purpose & function of a marketing plan.
15. Identify and discuss the diversity of career and employment opportunities in sports marketing.

Text: Chapter 5, 6, 7, 8, & 9; pages 96 - 213

Assignments: Worksheets pg 115, 116, 137, 138, 159, 160, 183, 184, 207, 208
 Quick check questions pp.107, 114, 130, 136, 150, 158, 169, 176, 199, and 206
 Definition of Key terms Chapter 5 - 9
 Case Studies Chapters 5 - 9
 Meadowlands Tour of facilities (Oct. /Nov)

Evaluation: Worksheets pg 115, 116, 137, 138, 159, 160, 183, 184, 207, 208
 Quick check questions pp.107, 114, 130, 136, 150, 158, 169, 176, 199, and 206
 Chapter 5 –9 review and activities pg 118-119, 140-141,162-163, 186-187, 210-211
 Examview Pro Testbank -Quizzes on Chapters 5 - 9
 Unit Test

Unit #5: Entertainment Marketing

Time = 2.5 weeks

Goal: To identify types of entertainment businesses, forms of entertainment, and entertainment media and the economic global impact of entertainment marketing.

Objectives:

1. Define entertainment marketing.
2. Identify types of entertainment marketing.
3. Explain the economics of entertainment marketing.
4. Discuss the global impact of entertainment marketing.
5. Explain entertainment businesses and ownership in the entertainment industry.
6. Identify types of entertainment products.
7. Define evergreen products.
8. Describe Location Based Entertainment (LBE).
9. Explain the significance of impulse spending.
10. Discuss the difference between primary & secondary markets.
11. Explain the importance of radio and television programming.

Text: Chapters 10 & 11, pages 214 -265
 Supplemental Teacher-made Worksheets

Assignments: Worksheets pg 235, 236, 237, 259, 260, & 261
 Quick check questions pp. 223, 234, 249, & 258
 Definition of Key terms Chapter 10 - 11
 Case Studies Chapters 10 -11

Evaluation: Worksheets pgs 235 -237 & 259 -261

Sports, Entertainment, Hospitality & Tourism Marketing

Quick check questions pp. 223, 234, 249, 258
Chapter 10 -11 review and activities pg 238 -239 & 262 -263
Examview Pro Testbank -Quizzes on Chapters 10 & 11
Unit Test

Unit #6: Entertainment Marketing Mix

Time = 5 weeks

Goal: To identify strategies for developing marketing plans for entertainment products with a focus on the four P's of that marketing mix –product, place, price, and promotion.

Objectives:

1. Identify brand strategies used by entertainment companies.
2. Define gross profit and net profit
3. Identify pricing goals and factors that affect CD or concert ticket pricing
4. Explain how market research is used to identify target markets
5. Discuss how demographics are used in entertainment marketing
6. Explain the use of primary and secondary data
7. Identify methods of conducting entertainment marketing research
8. Describe the role of merchandising in entertainment marketing
9. Describe and differentiate between endorsements and sponsorships in entertainment marketing
10. Explain the importance of licensing of entertainment marketing products
11. Define royalties
12. Explain the promotional mix in entertainment marketing
13. Identify the roles of advertising, public relations, and personal selling in entertainment marketing
14. Compare different forms of media and non media advertisements
15. Explain the importance of reaching diverse markets
16. Explain an entertainment marketing plan, business plan, and promotional plan

Text: Chapters 12, 13, 14, 15, & 16, pages 266 -377
Supplemental Teacher-made Worksheets

Materials: DVD's and Videos as needed to include but not limited to:
Current and recent releases as well as other movies of various release dates which have significance to Entertainment Marketing. Due to the nature of this course the variety and availability of significant films may vary from year to year.

Assignments: Worksheets pg 285, 286, 309, 310, 329, 330, 349, 350, 371, & 372
Quick check questions pp. 278, 284, 296, 305, 308, 322, 328, 342, 348, 363, 370
Definition of Key terms Chapter 12 -16
Case Studies Chapters 12 - 16

Evaluation: Worksheets pgs 285, 286, 309, 310, 329, 330, 349, 350, 371, & 372
Quick check questions pp. 278, 284, 296, 305, 308, 322, 328, 342, 348, 363, 370
Chapter 12 – 16 Review and Activities pg 288-289, 312 -313, 332 -333, 352-353, & 374 - 375
ExamView Pro Testbank -Quizzes on Chapters 12 - 16
Sports, Entertainment, Hospitality & Tourism Marketing

Unit Test

Unit #7: Computer Technology

Time = 1 week

Goal: Students will discuss and demonstrate the uses of computers in business and marketing.

Objectives:

1. List the major ways that computers save businesses money.
2. Discuss the functions of major pieces of computer hardware.
3. Define software and discuss 6 types of popular software programs.
4. Explain how these programs are used in business.
5. Name the specialized types of computer technology that are affecting the world of marketing.

Text: Marketing Essentials -Chapter 10, pages 134 – 149

Assignments: Case Study Questions, p. 146
A Matter of Ethics, p. 146
Section Review Questions, pp138, 141, and 147.
Student Activity Workbook, pp. 57 - 60
International Case Studies pp. 25 - 26

Evaluation: Workbook Pages
Fact and Idea Review Questions, pp. 148, #1 - 15
Critical Thinking Questions p.148, #1, 2, 3, 5, + 6
Building Academic Skills pp.148 – 149, #1, 2, 3, 5, 6, 7, + 8
Performance Assessment – Role-play page 149
Quiz on Chapter 10

Unit #8: Career Prep

Time = 4 weeks

Goal: To prepare the student for the working world or co-op class by completing various tasks/lessons and creating a portfolio of career related accomplishments.

Objectives:

1. Produce a professional resume’.
2. Complete a job application.
3. Compile a folder that contains supporting materials for obtaining a job.
4. Examine personal strengths and weaknesses.
5. Role-play to prepare for the interview process.
6. Set short and long-term goals for career and personal interests.
7. Identify factors that are important in choosing a career field.

Text/Materials: Sports & Entertainment Marketing, Ch. 16.2 pp. 364 -370
Marketing Essentials -Chapters 41 - 43, pages 547 – 591
Supplemental Teacher-made worksheets
Rockaway Mall Trip and Assignment

Assignments: Case Study Questions, ME -pp551, 570, 580.
A Matter of Ethics, pp.551, 570, 580
Section Review Questions, pp 550, 555, 561, 567, 571, 578, 586, +589
Student Activity Workbook, pp.263 – 282
International Case Studies pp.87 - 92
Various Teacher-made worksheets including the Rockaway Mall Assignment

Evaluation: Workbook Pages
Fact and Idea Review Questions, pp.556, 572, 590
Critical Thinking Questions pp.556, 572, 590
Building Academic Skills pp.556, 572, 590
Quiz on Chapter 41, 42, + 43
Unit Test
Rockaway Mall Assignment (and letter of application)

Unit #9: Hospitality and Tourism Businesses

Time: 1-2 Weeks

Goal:

- Identify Hospitality & Tourism as two of the fastest growing industries today. Describe various segments of the industry, including lodging, food service, travel, tourism, sports, and entertainment.

Objectives:

Students will be able to:

- Describe Hospitality & Tourism industries and segments.
- Explain importance of service to hospitality and tourism industries
- Describe origins of lodging and food service
- Identify trends in hospitality & tourism
- Explain economic multiplier
- Define sustainable tourism
- Identify areas impacted by tourism
- Explain the cyclical nature of travel
- Differentiate business and pleasure travel
- Explain different motives for travel

Text: Hospitality & Tourism Chapters 1 & 2
Supplemental teacher-made worksheets

Assignments:

Worksheets pages 19-22 & 39-43
Quick Check questions pp9, 18, 33, & 38
Definition of Key Terms chapters 1 & 2
Case studies chapters 1 & 2

Evaluation:

Worksheets
Quick check questions

Key Terms
Quiz chapters 1 & 2
Unit Test

Unit #10: Hospitality and Tourism Markets

Time: 4-5 Weeks

Goal:

- To identify diversity in the hospitality & tourism markets with a focus on food service, lodging, tourism& travel, market segmentation and destination marketing, and sports entertainment and destination marketing.

Objectives:

Students will be able to:

- Explain the difference between commercial and on-site food service facilities
- Identify categories of food service facilities
- Describe types of restaurant businesses
- Identify ways restaurants can increase and measure profits
- Identify types of hotel classifications
- Differentiate between business and leisure guests
- Explain yield management
- Identify front office positions in the hotel industry
- Describe guest services in the hotel industry
- Identify support staff positions in the hotel industry
- Identify factors that contribute to the growth of tourism
- Discuss reasons that people travel
- Describe different types of tours
- Identify different types of transportation and the importance of each
- Discuss the impact of the cruise industry
- Explain destination marketing
- Discuss the concept of seasonality
- Identify classes of destinations
- Describe a destination resort
- Explain perishability

Text: Hospitality & Tourism Chapters 3-6
Supplemental teacher-made worksheets

Assignments:

Worksheets pages 67-71, 89-93, 111-115, 131-134,
Quick Check questions pp58, 66, 80, 88, 101, 110, 126, & 130
Definition of Key Terms chapters 3-6
Case studies chapters 3-6

Evaluation:

Worksheets

Quick check questions
Key Terms
Quiz chapters 3 - 6
Unit Test

Unit #11: Marketing Hospitality and Tourism

Time: 6-7 Weeks

Goal:

- Identify aspects of marketing, planning, implementing plans, and promoting of Hospitality & Tourism as two of the fastest growing industries today.

Objectives:

Students will be able to:

- Describe the marketing process
- Explain the purpose of a marketing plan as it relates to hospitality & tourism
- Discuss the importance of a mission statement
- Identify internal & external influences on the marketing environment
- Explain product positioning
- Explain methods of market research used in the hospitality & tourism industries
- Identify methods of gathering data
- Identify levels of hospitality & tourism products
- Explain the product life cycle in hospitality & tourism
- Explain the difference between customer satisfaction & customer loyalty
- Identify pricing strategies
- Describe how hospitality & tourism industries use discounting
- Describe supply & demand
- Explain elasticity of demand
- Explain how the product life cycle affects price
- Explain the types of selling
- Explain the steps of selling
- Differentiate between features and benefits
- Identify channels of distribution
- Discuss the internet as a channel of distribution
- Explain the promotional mix related to hospitality & tourism marketing
- Identify types of advertising media
- Discuss how to create an advertising message
- Identify methods of creating an advertising budget
- Explain public relations
- Identify sales promotion strategies

Text: Hospitality & Tourism Chapters 8 - 13
Supplemental teacher-made worksheets

Assignments:

Worksheets pages 179-182, 199-203, 217-221, 235-239, 253-257, & 273-279
Quick Check questions pp 170, 178, 191, 198, 210, 216, 229, 234, 247, 252, 266, & 272

Definition of Key Terms chapters 8 - 13
Case studies chapters 8 - 13

Evaluation:

Worksheets
Quick check questions
Key Terms
Quiz chapters 8 - 13
Unit Test

Unit #12: Managing a Sports Franchise

Time = 14 weeks (Ongoing)

Goal: To teach the student marketing principles, problem solving, and decision making through the management of a Fantasy Football Franchise, using a fantasy football league to enhance comprehension of sport marketing concepts. In addition, the students will use a virtual simulation (Virtual Sports) that encompasses many of the factors that occur in day-to-day marketing operations in the sports industry.

Objectives:

1. Perform market research in order to establish an effective basis for drafting a franchise.
2. Analyze demographics of a population in order to determine needs.
3. Create a franchise name that reflects the demographics of the represented community.
4. Identify a target market for the franchise.
5. Create a mascot and choose team colors to represent the franchise.
6. Design a team uniform, helmet, and at least one example of licensed merchandise.
7. Make weekly decisions based on market research.
8. Demonstrate basic computer skills.
9. Choose weekly promotional events.
10. Determine appropriate ticket pricing, concessions, and staffing for the stadium.
11. Grant naming rights to the stadium and sponsorship of signage within the stadium.
12. Determine promotion and advertising media for the events
13. Manage ground maintenance and stadium security
14. Research player salaries on the internet
15. Match athletes with appropriate product endorsements
16. Interpret a SWOT analysis
17. Analyze competition for discretionary income
18. Evaluate budgets and cash flow from operations

Materials: Virtual Sports Simulation
Fantasy Sports League (FSPI & associated worksheets Or Yahoo)
Supplemental Teacher-made Worksheets
Videos/DVD's

Assignments: Worksheets pg 235, 236, 237, 259, 260, & 261
Quick check questions pp. 223, 234, 249, & 258
Definition of Key terms Chapter 10 - 11
Case Studies Chapters 10 -11

Evaluation: Worksheets pgs 235 -237 & 259 -261
Quick check questions pp. 223, 234, 249, 258
Chapter 10 -11 review and activities pg 238 -239 & 262 -263
Examview Pro Testbank -Quizzes on Chapters 10 & 11
Unit Test

Unit #13: Higher Education and Careers (Life after formal schooling)

Time: 1-2 weeks

Goal:

- To allow the student time to examine higher education requirements for a variety of career possibilities.
- To demonstrate the importance of scientific knowledge and skills.
- To allow students to realize the differences of salaries based on fields and versus courses taken (BS, MBA, PhD & licenses PE, Professor of Marketing).
- To allow the student to understand there are many Marketing opportunities.

Objectives:

Students will be able to:

- Identify institutes of higher education with marketing degree programs.
- Identify the many career opportunities a marketing degree supports. Vision of their daily life.
- Identify throughout the course the roll of problem solving methods and skills.
- Identify what produces a larger income.
- Identify careers where problem solving skills and marketing skills would play a vital role.

Assignments:

- Research higher education institutes and scholarships
- Research careers in Sports, Entertainment & Recreation Marketing
- Research current marketing career salaries and trends
- Create a resume during this course.

Lab Activities:

- Guest Speakers/Visitation
- Marketing themed Power Point Presentations
- Discuss Co-op options and company internships
- Bridges career research software
- Discuss daily life with guest speakers: What is their daily life like? Work indoors, outdoors; travel, Office work, Visit customers, Team work or alone, Specialists, paper and computer or physical work with equipment.

College Search Sites:

- <http://encarta.msn.com/college/collegeFind.asp>
- <http://www.petersons.com/ugchannel/?ppcse=looksmart>
- <http://www.gocollege.com/>
- <http://www.usnews.com/usnews/edu/college/cohome.htm>

Audio-Visual Needs:

- VCR/Tapes- Marketing Fields

Computer Needs/Use:

- Internet, Computers, Presentation Software, Projector

Assessment Method:

- Authentic: Documentation/Presentation

- Traditional: Essay, Teacher observation

Remaining available time is to be used for review for Mid-Term and Final Exam as permitted.

Assessment:

The assessment of student progress in the objectives cited on the previous pages will be primarily by, but not limited to, the following criteria.

Test/Quizzes	30%
Class work	25%
Projects	30%
Homework	15%

Homework, Extra Credit Policy:

Due to the periodic nature of homework in this course, homework will not be accepted late unless a legitimate excuse exists. Extra credit will be available during the problem solving activities in the form of additional research/development and competitive events.

Periodic evaluation of objectives and this curriculum guide:

With the evaluation curriculum every five years, administration requests a curriculum re-write in the year **2015**

Lab/Classroom set up and special needs:

The recommended maximum class size is twenty-four students. This course will be taught implementing a variety of different and state of the art instructional technologies such as:

- Multiple computers- One computer for every student.
- Scanner
- Digital camera
- Projection screen and device
- Testing area- Structure Tester
- Teamwork areas

Note: A classroom and the availability of a computer lab are essential for this program. School budget is used to currently fund this program. This class would be considered a secondary level course. Students should have completed prerequisite before enrollment in this course. Students could also enter our other marketing courses.

Materials/Resources:

Program Audio-Visual/ Computer Needs:

- Smart board technology
- Presentation technology
- Series of videos
- Previous student work

People Resources:

Trips /Visitations: Meadowlands Sports Complex Tour

Possible Speakers: Alia Short –Washington Nationals, MLB

Mid term and final exam Revised 2009-2010 school year