

COURSE TITLE: Sports, Recreation and Attractions II

Course Description:

Sports, Recreation, and Attractions Management II expands upon the content of Sports, Recreation, and Attractions Management I to provide students with in-depth knowledge and application of concepts in these industries. The concepts addressed in the course include management of facilities, venues, clients, and events; branding, advertising, public relations, and event marketing; and economic impacts of sports, recreation, and attractions.

Potential Certifications/Credentials:

Alabama Certified Employee (ACE) / Certified Front Desk Representative / Certified Guest Service Professional / Certified Hospitality and Tourism Professional (must pass the final exam for Year 1 and Year 2, complete 100 hours of work experience, and then apply for credential) / ServSafe Manager

Course Scope and Sequence

Topic #	Topic Title	Estimated Hours
1	Foundational Standards	20
2	Economic Impact	20
3	Public Relations, Marketing, and Branding	20
4	Client Management	20
5	Product and Service Management	20
6	Venue and Facilities Management	20
7	Event Management	20

Plans of Instruction

Foundational Standards

Supporting–will be taught throughout the course as needed for the unit.

- F1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
- F2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
- F3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
- F4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
- F5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
- F6. Investigate various applicable professional organizations within the hospitality and tourism industry.

Topic 2 Title: Economic Impact

Content Standards

1. Analyze the economic impact of a sports, recreation, and/or attractions industry event on a national or international market.
2. Research and report on factors that determine gross and net profit in the sports, recreation, and attractions industries.

Unpacked Learning Objectives

Students know:

- The concept of economic impact and how it relates to events in the sports, recreation, and attractions industry.
- The difference between national and international markets and how events can impact both.
- To analyze data related to revenue, employment, and tourism influx.
- The potential long-term implications of events on economic growth and employment opportunities.
- The concept of gross profit and net profit.
- The key factors that influence gross and net profit in the sports, recreation, and attractions industries.
- How to conduct research (ie: analyzing financial statements, market trends, and industry reports).

Students are able to:

- Analyze economic data related to events in the sports, recreation, and attractions industry.
- Analyze the economic impact of different events on the national or international markets.
- Predict and discuss the long-term economic implications of events/ attractions.
- Research and report on factors that determine gross and net profits within the sports, recreation, and attractions industries.
- Analyze financial statements to identify revenue and expense patterns.
- Compile research findings to present through written or oral reports.

Students understand:

- Events in the sports, recreation, and attraction industries have significant economic impact.
- That various events can impact both national and international markets.
- Events can have a lasting effect on economic growth and employment.
- Profitability in sports, recreation, and attractions relies on various factors.
- Analyzing financial data and industry trends is crucial for grasping economic dynamics.

Driving/Essential Question	What economic impact does a sports, recreation, and/or attractions industry event have on the local economy? How do you determine the gross and net profit of a sports, recreation, and/or attractions industry event?
Exemplar High Quality Task	Students will research and present a report determining the economic impact of a sports, recreation, and/or attractions industry event and determine the gross and net profit of the event.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
<p>Compile relevant data related to a chosen event/tourist attraction in their area (ie: concert, sporting event, convention, theme park), including ticket sales, revenue from merchandise sold, and tourism spending to determine the economic impact on their city/state.</p>	<p>Summative: Test, Quiz, Rubric</p> <p>Formative: Teacher observations, student presentations, exit slips</p>	<p>Group Work: Students will choose a concert, sporting event, convention, theme park, etc. The students will research the event/tourist attraction by searching online, contacting the organization, and contacting the chamber of commerce to determine ticket sales, revenue from merchandise sold, and tourism spending to determine the economic impact on their city/state. Students will present their findings to the class. Students will have a notetaking guide to record the information from each group on.</p>	<p>ELA: Research and write a brief (250-300 words) report analyzing the economic impact of a chosen local event or tourist attraction based on gathered data. Include insights on ticket sales, merchandise revenue, and tourism spending to assess its influence on the community's economy.</p> <p>Social Studies: Research and create an analysis report on an assigned event or tourist attraction in the area to determine the economic impact it has on the city, area, or state. Include the ticket sales and future projections, revenue from merchandise sold,</p>	<p>Computer, printer, presentation equipment</p>

			<p>lodging, eateries, etc., as a part of the report.</p> <p>Math: Create a table, graph, or Venn Diagram showing the amount of tourists and the amount of money spent.</p> <p>Science: Design bar graphs, or pie charts of the chosen event/tourist attraction in Alabama, displaying the compiled data, labeled, and identified using a legend. Provide a brief summary of the economic impact.</p>	
<p>Gather research on the sports, recreation, and attractions industry in their city/state, and identify key factors that affect gross and net profit.</p>	<p>Summative: Test, quiz</p> <p>Formative:: Teacher observations, student presentations, graphic organizers, exit slips</p>	<p>Word Wall Activity: Create a word wall with important vocabulary including: gross profit, net profit, loss, revenues, expenses, break even, break even point, fixed cost, variable cost, pricing, income statement, and net operating losses. Have students create a bingo card with the vocabulary from the word wall, and play bingo by calling out the definition for the words.</p> <p>Vocabulary activity: Students will complete a graphic organizer to</p>	<p>ELA: Gather research on the sports, recreation, and attractions industry in the state of Alabama that identifies key factors impacting gross and net profit Create a brochure that highlights the benefits for Alabama.</p> <p>Math: Create a table or Venn Diagram that identifies the key factors that affect gross and net profit.</p> <p>Social Studies: Create a detailed list of the key factors that affect gross</p>	<p>Computer, printer, presentation equipment</p>

		<p>compare and contrast gross profit and net profit.</p> <p>Student group activity: Students will choose a business in the sports, recreation, and attractions industry. Through researching the business, the students will create a presentation to show the gross and net profits for the business. They will need to include all the factors that determine net profit and identify the costs for those.</p>	<p>and net profit on the sports, recreation, and attractions industry in an assigned state, especially Alabama.</p> <p>Social Studies: Create an infographic based on research on the sports, recreation, and attractions industry in an assigned state, especially Alabama, including key factors that affect gross and net profit.</p> <p>Science: Apply scientific observations in gathering data, categorizing the two types of data (qualitative, quantitative), creating a T-chart or three column chart listing variables (factors) affecting gross and net profits.</p>	
Analyze financial statements, market trends and industry reports to determine the economic forces driving the industry.	<p>Summative: Quiz/Test, project rubric</p> <p>Formative: Teacher observation, exit slips</p>	<p>Direct instruction: Students will create a foldable showcasing the economic indicators for identifying market trends.</p> <p>Whole Group Discussion: Discuss what kind of financial statements and industry reports can be used to determine the economic forces driving the industry.</p>	<p>ELA: Use online media sources to find and collect financial statements, market trends, and industry reports relevant to an assigned sector. Create a media presentation summarizing your findings on the economic forces driving the industry.</p> <p>Math: Analyze financial statements for market trends to determine the</p>	Computer, printer, presentation equipment

		<p>Project: Using the information learned about how to determine market trends, financial statements, and industry reports, students will choose a business in the sports, recreation, and attractions industry and analyze the economic driving forces for that industry sector. . Students will create an infographic to show the information they find.</p>	<p>economic forces driving the industry and create a Table or graph to display the information.</p> <p>Social Studies: In a small group, members will analyze financial statements, market trends, and industry reports to determine the economic forces driving the industry to create a market analysis report for presentation to the class. A class discussion will occur on ways to change the market perception of the sports, recreation, or attractions industry in the assigned area.</p> <p>Science: Organize researched financial statements, market trends and industry reports using Google Docs, or Excel. Use the compiled data to create charts and graphs identifying economic forces driving the industry.</p>	
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Key Vocabulary

economic impact, event analysis, national market, international market, sports, recreation, and attractions industry, gross profit, net profit, factors

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Internships, Job Shadowing, Case Studies, Role Playing, Projects

CTSO Connection:

FCCLA STAR Events: Event Management, Hospitality, Recreation and Tourism

Certification/Credential Connection:

Alabama Certified Employee (ACE) / Certified Front Desk Representative / Certified Guest Service Professional / Certified Hospitality and Tourism Professional (must pass the final exam for Year 1 and Year 2, complete 100 hours of work experience, and then apply for credential)

Topic 3 Title: Public Relations, Marketing, and Branding

Content Standards

3. Analyze the marketing mix in a given scenario and recommend specific sports, recreation, and attractions to market and brand.
4. Describe the significance of and the need for brand identity, brand marks, and trademarks in the sports, recreation, and attractions industries, including athletes' and celebrities' personal brands.
5. Explain the importance of sponsorships, branding, and endorsements, including how an athlete's or celebrity's endorsement of a product may influence sales.
Example: NIL
6. Create an advertising package utilizing digital and print media for a sports, recreation, and/or attractions event.
7. Develop and create a brand positioning and message package, including name, logo, and tagline.

Unpacked Learning Objectives

Students know:

- The concept of the marketing mix: product, price, place, and promotion.
- The significance of brand marks and trademarks in creating brand recognition and differentiation.
- The legal aspects of trademarks and their role in protecting brand assets and preventing unauthorized use.
- The concept of personal branding and its relevance for athletes and celebrities in leveraging their fame and influence.
- The importance of sponsorships, branding, and endorsements, which involve financial agreements and promotional efforts between companies and influential individuals.
- How athlete or celebrity endorsements can impact consumer behavior and influence sales for endorsed products.
- Various digital and print media platforms available for advertising.
- That brand positioning involves how a brand is perceived relative to competitors and its audience, while a message package includes its core communication strategy.
- That a brand's name, logo, and tagline are essential elements representing its identity and value proposition.

Students are able to:

- Analyze the components of the marketing mix in a given scenario.
- Describe the importance of brand identity, brand marks, and trademarks in establishing brand identity.
- Evaluate legal considerations surrounding trademarks and intellectual property rights within the sports, recreation, and attractions industries.
- Explain the importance of sponsorships, branding, and endorsements and influence on product sales.

- Create advertisements for sports/ recreation events, or attractions.
- Research and analyze target audiences and market trends to inform brand positioning decisions.
- Develop and create ideas for brand names, logos, and taglines.

Students understand:

- Marketing and branding recommendations can be based on a marketing mix.
- Brand identity, brand marks, and trademarks play a crucial role in building brand identity.
- Trademarks are essential for protecting brand assets and ensuring legal ownership and exclusivity.
- Personal branding is integral for athletes and celebrities to leverage their influence and reputation within their respective industries.
- Sponsorships, branding, and endorsements are essential components of marketing strategies used by companies to promote their products or services.
- Effective advertising utilizes a combination of digital and print media.
- A brand's name, logo, and tagline are critical components that serve as the face of the brand.

Driving/Essential Question	How does the marketing and advertisement of a product, event, or brand contribute to its success?
Exemplar High Quality Task	Create a marketing package for a chosen brand or product, including a celebrity/sports star to represent the brand or product. Students should follow all appropriate laws and regulations.

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<p>Analyze each component of the marketing mix (product, price, place, promotion) in a given scenario, including how these elements interact and influence consumer behavior.</p>	<p>Summative: Test, quiz</p> <p>Formative: Teacher observation, worksheet, exit slips, bellringer</p>	<p>Review/Word Wall: Students will have a quick review of the four components of a marketing mix.</p> <p>Scenario worksheet: Give students a worksheet with different scenarios on it and have students analyze each component of the marketing mix in the scenario. Determine how the consumer behavior in each scenario was affected by each component.</p>	<p>ELA: Research and write an informative paper on the way product, price, place, and promotion interact. Give examples of how each component of the marketing mix would not be successful without the others.</p> <p>Math: Create a Table or Graph showing each component of the marketing mix in a given scenario showing how these elements interact and influence consumer behavior.</p> <p>Social Studies: Student groups will create scenarios on the components of the marketing mix (product,</p>	<p>Computer, printer, presentation equipment, worksheet</p>

			<p>price, place, promotion). The scenarios will be shared with other groups to analyze how the marketing mix interacts and influences consumer behavior.</p> <p>Social Studies: Students will be given a product to determine how each component of the marketing mix (product, price, place, promotion) in a given scenario is related to it, including how these elements interact and influence consumer behavior.</p>	
<p>Evaluate various marketing strategies tailored to the given scenario, such as social media, traditional advertising, events, and partnerships and determine which form could be the most effective.</p>	<p>Summative: Project rubric, quiz, test</p> <p>Formative: Teacher observations, exit slip, bellringer</p>	<p>Small Group Project (2-3): Students will be given a scenario for a business in the sports, recreation, or attractions industry. Students will choose one of the marketing strategies to create marketing for the business. The students will present their marketing to the class and explain why they chose the marketing strategy. They should have data to support their decision.</p>	<p>ELA: Write a formal evaluation of a given marketing strategy. Sum up this evaluation with suggestions for a more effective and tailored form.</p> <p>Math: Create a graph that shows all of the strategies such as social media, traditional advertising, events, and partnerships so you can determine which form is most effective.</p> <p>Social Studies: Research various marketing</p>	<p>Computer, printer, presentation equipment, scenario sheet</p>

			strategies to determine how each is tailored to the given scenario, primarily product development and placement, such as social media, traditional advertising, events, and partnerships and determine which form could be the most effective for future product development.	
Develop branding strategies for the given scenario, including creating a unique brand identity.	<p>Summative: Test, quiz, project rubric</p> <p>Formative: teacher observation, exit slips, bell ringer</p>	<p>Group Project: Students will review the branding strategies studied in Sports, Recreation, and Attractions Management I. Students will be given a scenario of a new program, new product, new event, new ride, etc. The students will then create branding for the assigned scenario using the branding strategies. The students will present the branding to a panel. This is also an opportunity to get local businesses in the industry involved in allowing the students to compete to create branding for them. For example, the recreation center is hosting a baseball tournament, the local library is hosting a new event, etc. Allow students to compete to see</p>	<p>ELA: Write a short reflective paragraph answering the following questions: What was the most challenging aspect of creating a branding strategy for your scenario? How did you overcome these challenges? What did you learn about the importance of branding? How do you think your branding strategy could impact the success of the program?</p> <p>Social Studies: Students or student groups will develop branding strategies for an original product, including creating a unique brand identity for it.</p> <p>Social Studies: Students or student groups will</p>	Computer, printer, presentation equipment, scenario sheet

		whose marketing plan is chosen.	<p>develop branding strategies for the given scenario, including creating a unique brand identity. They will analyze how the scenario is currently being branded to create a graphic organizer of the pros and cons related to it.</p> <p>Social Studies: Students will create a feasibility study using the researched branding strategies of a given scenario in order to aid in the creation of a unique brand identity.</p>	
Identify the legal frameworks surrounding brand identity, trademarks, and intellectual property rights in the context of sports, recreation, and attractions industries.	<p>Summative: Project rubric, test, quiz</p> <p>Formative: teacher observation, notetaker graphic organizer, exit slip, bellringer</p>	<p>Direct Instruction: The teacher will review all of the legal frameworks that surround trademarks, brand identity, and intellectual property rights. Students will use a notetaker graphic organizer to record the information. A good place to find information and some lesson ideas : Teacher's Guide Patents Trademarks Copyrights Intellectual Property Theft Creative Problem Solving 1 12 26 34 43 49</p> <p>Student Group Project:</p>	<p>ELA: Create an outline for a research paper on the legal framework surrounding brand identity, trademarks, and intellectual property rights in the context of sports, recreation, and attractions industries. Make a works cited page for your outline.</p> <p>Follow-up Activity: Trade outlines with a peer and write a paper based on your peer's outline.</p> <p>Math: Create a Venn Diagram with 3 circles one for trademarks, intellectual property rights, brand</p>	Computer, printer, presentation equipment, graphic organizer copies, worksheets

		<p>Students will create an invention for the sports, recreation, and attractions industry. The students must complete worksheets for each part of the journey of the invention and present how they will get patents, etc. Resources for this project can be found here: Teacher's Guide Patents Trademarks Copyrights Intellectual Property Theft Creative Problem Solving 1 12 26 34 43 49</p>	<p>identity in sports, recreation and attractions.</p> <p>Social Studies: Create an infographic using Canva that identifies the legal frameworks surrounding brand identity, trademarks, and intellectual property rights in the context of sports, recreation, and attractions industries in the state of Alabama over the last twenty years.</p> <p>Science: Research and discuss the legal frameworks in science (i.e., patents), in relations to the sports, recreation, and attractions industries.</p>	
<p>Explain the need for brand identity, brand marks, and trademarks in the sports, recreation and attractions industries.</p>	<p>Summative: Test, Quiz</p> <p>Formative: Teacher observation, foldable, exit slip, bellringer</p>	<p>Whole Group Discussion: Students will discuss the need for brand identity, brand marks, and trademarks in the sports, recreation, and attractions industries.</p> <p>Foldable: Students will use information from the discussion to create a foldable that explains the need for brand identity, brand marks, and trademarks in the sports, recreation, and attractions</p>	<p>ELA: Write a short paragraph explaining the importance of brand identity, brand marks, and trademarks in the sports, recreation and attractions industries. Use specific examples to illustrate your point.</p> <p>Math: Create a table to explain the need for brand identity, brand marks, and trademarks in sports, recreation and attractions industries.</p>	<p>Computer, printer, presentation equipment, paper for foldable</p>

		industries. Examples of foldables can be found here: foldables.pdf	<p>Social Studies: Research and create a persuasive paper on the need for brand identity, brand marks, and trademarks in the sports, recreation and attractions industries based on trends from the last ten to twenty years.</p> <p>Science: Design a concept map outlining brand identity, brand marks, and trademarks in sports, recreation, and attractions industries. Discuss how brand identity is relevant in science (i.e., prescription drugs).</p>	
Compare and contrast sponsorships, branding, and endorsements.	<p>Summative: Quiz</p> <p>Formative: Graphic organizer, exit slip, bell ringer</p>	Graphic Organizer: Using a graphic organizer compare and contrast sponsorships, branding, and endorsements	<p>ELA: Explain, in essay format, a given graphic organizer comparing and contrasting sponsorships, branding, and endorsements.</p> <p>Math: Create a Venn Diagram to compare and contrast sponsorships, branding and endorsements.</p> <p>Social Studies: Using a graphic organizer, compare and contrast the economic impact of sponsorships,</p>	Computer, printer, graphic organizer

			branding, and endorsements on an assigned sports, recreation, or attraction.	
Identify the importance of sponsorships, branding and endorsements on a product and how they influence sales of the product.	<p>Summative: Project rubric, test, quiz</p> <p>Formative: Teacher observation, exit slip, bell ringer</p>	<p>Student Project: Students will draw a picture of a famous athlete. The picture should be colored to represent the many endorsements, sponsorships, or branding the athlete represents. The student should also list information about each of the endorsements, sponsorships, and branding for the athlete on the sides of the paper. (You can give students a generic printed outline of a person to color and fill in if they can not draw.) Students will present the project to the class emphasizing why the sponsorships, branding, and endorsements are important for products and how they influence sales. They should get sales information on a product before the endorsement and after the endorsement.</p>	<p>ELA: Research and write an argumentative essay on the impact of a famous brand (e.g. Nike, Adidas, Under Armour) without endorsements for the product. How much did the endorsement influence sales?</p> <p>Math: Create a table that lists sponsorships, branding and endorsements on a product and how they influence sales of the product.</p> <p>Social Studies: Create a detailed list that identifies the importance of sponsorships, branding and endorsements on a product and how they influence sales of the product.</p> <p>Social Studies: Watching a clip from the movie “Air,” students will discuss the impact of sponsorships, branding and endorsements on a product</p>	Computer, printer, presentation equipment, blank butcher paper

			<p>and how they influence sales of the product.</p> <p>Social Studies: Student groups will research and create a presentation on the influence of sponsorships, branding, and endorsements on an assigned product from the past twenty years. Products can include Netflix, Apple, Tae Bo, Zumba, Gatorade, McDonald's (the Magic Johnson-Larry Bird commercials), Icy Hot, etc.</p>	
<p>Create a comprehensive marketing plan, using digital and print media.</p>	<p>Summative Project rubric, test, quiz</p> <p>Formative: Teacher observation, exit slip, bell ringer</p>	<p>Group project: Student groups will be given a product or event from the sports, recreation, and attractions industries to create a marketing plan. Utilize the program advisory committee to judge presentations. This can also be made to utilize community organizations and have students create a marketing plan for an upcoming event, etc. and present it to that business.</p>	<p>ELA: Write an article for a local newspaper marketing a given sporting event or product.</p> <p>Math: Create a comprehensive marketing plan that includes graphs, venn diagrams, and/or tables.</p> <p>Social Studies: Analyze the marketing plan of local organizations. Students are also urged to contact the organization to discuss current marketing plans. They will then create and present a comprehensive marketing plan, using</p>	<p>Computer, printer, presentation equipment, rubric</p>

			digital and print media, based on the information. *A community event may be organized to share the presentations with the local organizations to aid students in the public speaking and marketing aspects of the course.	
Develop a brand positioning and message package for a given client/product.	<p>Summative: Project rubric, test, quiz</p> <p>Formative: Teacher observation, exit slip, bell ringer, station work, foldable</p>	<p>Foldable: Students will create a foldable to define brand positioning and message package.</p> <p>Small Group Stations: Station 1: Brand positioning and messaging packaging article. Students will read the article and summarize the article on the provided paper.</p> <p>Station 2: Product brand positioning and messaging for a product. Students have to evaluate the information and decide what they would do differently.</p> <p>Station 3: Product brand positioning and messaging for a client. Students have to evaluate the information and decide what they would do differently.</p>	<p>ELA: Write a paragraph explaining the positioning and message message package for a given client/product.</p> <p>Math: Create a blueprint that displays the brand positioning and message package for a given client/product.</p> <p>Social Studies: Research brand positioning. Write a report that discusses the brand positioning and message package for an assigned client/product.</p> <p>Social Studies: Create a brand position and message package media presentation for an assigned client/product.</p>	Computer, printer, presentation equipment, articles, graphic organizer, rubric

		<p>Station 4: Graphic Organizer: 7 parts of basic brand messaging.</p> <p>Station 5: Brand positioning statement examples. Students will describe each one and then create a statement for a client/product given.</p> <p>Project: Each student will choose a client or product in the sports, recreation, and attractions industries. The student will create a brand positioning statement and brand messaging package for the product and then present to the class.</p>		
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Key Vocabulary

marketing mix, brand, brand identity, brand marks, trademarks, personal branding, sponsorships, branding, endorsements, digital media, print media, brand, tagline, logo, brand positioning, message package

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Internships, Job Shadowing, Case Studies, Role Playing, Projects

CTSO Connection:

FCCLA STAR Events: Event Management, Hospitality, Recreation and Tourism

Certification/Credential Connection:

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Topic 4 Title: Client Management

Content Standards

8. Create a presentation to illustrate how sports figures can find success in non-athletic ventures, including examples of individuals who have accomplished this.
Examples: motivational speaking, publishing, advertising
9. Create a presentation to illustrate how to retain sports, recreation, and attraction clients in a competitive business atmosphere, utilizing communication skills and customer service skills.
10. Investigate and report on factors that determine ticket prices and methods of procuring tickets for events in the sports, recreation, and attractions industries.

Unpacked Learning Objectives

Students know:

- Of athletes who have been successful in non-athletic ventures.
- The different types of non-athletic ventures, such as business, entertainment, philanthropy, and politics.
- The characteristics and skills that contribute to success in non-athletic ventures, such as determination, leadership, and adaptability.
- How to retain sports, recreation, and attraction clients. Including but not limited to:
- Techniques for building rapport and fostering positive relationships with clients through personalized interactions and attentive listening.
- Strategies for identifying and understanding the needs and preferences of clients in a competitive business atmosphere.
- The key factors that influence ticket pricing,
- Various methods for procuring tickets for events, such as online platforms, resellers, box offices, and season passes.
- External factors, such as economic conditions, competitor pricing, and marketing campaigns, can impact ticket pricing decisions.

Students are able to:

- Conduct research to gather information about sports figures who have succeeded in non-athletic ventures.
- Evaluate the characteristics and skills that contribute to success in non-athletic ventures.
- Create a presentation that includes athletes and examples of non-athletic ventures they have succeeded in.
- Utilize communication and customer service skills and create a presentation about client retention.
- Investigate and report on factors that determine ticket pricing and methods for procuring tickets.

Students understand:

- Success in non-athletic ventures is achievable for sports figures.

- Building strong relationships with clients fosters trust, enhances brand reputation, and contributes to long-term business success.
- Client satisfaction and loyalty are influenced by personalized interactions, attentive listening, and timely responsiveness to their needs and preferences.
- Effective communication and exceptional customer service are essential components of client retention in the sports, recreation, and attraction industry.
- Ticket prices for events in the sports, recreation, and attractions industries are influenced by a variety of factors.

Driving/Essential Question	<p>What are ways sports figures are successful outside of the sports arena?</p> <p>Does ticket pricing for sports, recreation, and attraction industry events influence retention of clients?</p> <p>Why are effective communication and customer service skills vital to the retention of clients?</p>
Exemplar High Quality Task	<p>Students will research and present on how athletes are successful outside of the sport they are affiliated with.</p> <p>Students will create a presentation for a sports, recreation, or attractions business on strategies they can use to retain clients.</p> <p>Students will create an infographic on the factors that affect ticket pricing in the sports, recreation, and attractions industry.</p>

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
<p>Identify sports figures that have become successful outside of competing. Create a presentation for a sports figure highlighting accomplishments outside of competing.</p>	<p>Summative: Project rubric, test, quiz</p> <p>Formative: Teacher observation, exit slip, bell ringer, graphic organizer</p>	<p>Graphic Organizer: Using a graphic organizer with four squares around the word Success in the middle. Have the boxes labeled Your definition, Dictionary definition, Examples of people you think have been successful and why, and Use success in a sentence. First, have each student define what success means to them in that box. Have a group discussion. Then have them write the dictionary definition in that box, and have a group discussion. Continue following this with the other two boxes.</p> <p>Whole Group: After completing the graphic organizer, have</p>	<p>ELA: Research a famous sports figure who has achieved success outside of their competitive career. Make a Podcast of a mock interview with this figure.</p> <p>Math: Create a bar graph that displays one sports figure's accomplishments outside of competing.</p> <p>Social Studies: Research and create a presentation of sports figures that have become successful outside of competing to determine the characteristics they possess that aided them.</p> <p>Social Studies: Create a Fakebook post based on research of sports figures from the past one hundred</p>	<p>Computer, printer, presentation equipment, graphic organizer, rubric, butcher paper, tri-fold Internet access</p>

		<p>students identify sports figures that are successful. As they are giving the names of the sports figures, have them describe why they think they are successful. Then have students think about ways they can be successful outside of the sport itself.</p> <p>Group Project (2-3): Students will choose a sports figure that has been successful on and off of the mat/court/field. They will trace someone onto a large sheet of butcher paper. The group will then turn the large figure into the sports figure they chose. All of the drawings on the figure, clothing etc. should represent all of the success of the sports figure. For example, it may be in a jersey and half in a suit. The figure may hold a microphone in one hand if they are a motivational speaker. Each thing they are highlighting should be written on the paper outside of the outline. Groups will then present their figure to the class.</p>	<p>that have become successful outside of competing, detailing at least five ways they have used their sports career to assist in their lives upon leaving sports.</p>	
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<p>Identify factors that influence market loyalty in the sports, recreation and attractions industries.</p>	<p>Summative: Test, quiz</p> <p>Formative: Teacher observation, exit slip, bell ringer, graphic organizer</p>	<p>Direct Instruction: The teacher will instruct students on what customer loyalty is and why customer loyalty is important. The students will complete a notetaking guide as the teacher presents. The teacher will elicit student feedback throughout the notes on what brands the students are loyal to and why they are loyal to those brands.</p> <p>Graphic Organizer: Students will be given a chart with the factors that influence market loyalty. Students will then describe and give examples of each..</p>	<p>ELA: Write a proposal for a new strategy to enhance market loyalty for a given brand.</p> <p>Math: Create a Venn Diagram that shows factors that positively, negatively, or have no effect on market loyalty.</p> <p>Social Studies: Research and create a list of the factors that influence market loyalty in the sports, recreation, and attractions industries.</p> <p>Social Studies: Research the factors that influence market loyalty in the sports, recreation, and attractions industries. Create a graphic organizer of events, attractions, and sports that uses each.</p>	<p>Computer, printer, presentation equipment, graphic organizer</p>
<p>Prepare a professional presentation of a sports or recreation business of their choice, focusing on its current client retention strategies and proposing recommendations for improvement.</p>	<p>Summative: Project rubric, test, quiz</p> <p>Formative: Teacher observation, exit slip, bell ringer</p>	<p>Group project (2-3): Student groups will choose a sports or recreation business and research the client retention strategies of the business. They will prepare a presentation about the strategies and will end the presentation by proposing improvement strategies. . This is also an</p>	<p>ELA: Prepare a written presentation of a chosen sports or recreational business focusing on strategies to improve client retention. Explain in detail each strategy.</p> <p>Social Studies: Create a Prezi, PowerPoint, or video presentation of a</p>	<p>Computer, printer, presentation equipment, rubric</p>

		<p>opportunity for students to contact that business and offer their suggestions. They could explain that they are working on a class project.</p>	<p>professional sports or recreation business of their choice, focusing on its current client retention strategies and proposing recommendations for improvement.</p>	
<p>Identify factors that determine ticket prices.</p>	<p>Summative: Test, quiz</p> <p>Formative: Teacher observation, exit slip, bell ringer, poster, graphic organizer</p>	<p>Bell Ringer: How do you buy tickets to sporting events/concerts?</p> <p>Group Activity/Carousel Strategy: Student groups will be given a different sector of the sports, recreation, and attractions industry. The student groups must create a poster that identifies the factors that influence ticket prices and explain each. After completion, the posters will be hung around the room. Students will be given a graphic organizer to complete notes on each as they cycle through each poster.</p>	<p>ELA: Research and write an argumentative essay about the most important factor determining ticket prices for a given sporting event.</p> <p>Math: Create a graph that displays what affects ticket prices positively and negatively.</p> <p>Social Studies: Identify demographic factors that determine ticket prices in a city, region, or state, especially in Alabama.</p> <p>Social Studies: Identify the factors that determine ticket prices for premier events in Alabama (i.e. the Magic City Classic, Iron Bowl, Super 7 Football championships, concerts, Birmingham Stallions games, etc.).</p>	<p>Computer, printer, presentation equipment, poster board</p>

<p>Identify ways to procure tickets for events.</p>	<p>Summative: Test, quiz</p> <p>Formative: Teacher observation, exit slip, bell ringer</p>	<p>Activity: Students will choose an event they would like to attend. They will then create a step-by-step guide on how to get tickets to the event.</p>	<p>ELA: Create a digital presentation (e.g. Google Slides, Power Point) on methods and procedures for different ticket procurement methods.</p> <p>Math: Create a table that explains the step-by-step procedure for purchasing tickets to an event.</p> <p>Social Studies: Research and create a graphic organizer of how the ways to procure tickets for events has changed in the last ten years.</p>	<p>Computer, printer, presentation equipment, rubric</p>
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Key Vocabulary

ventures, success, client retention, competitive, business atmosphere, communication skills, pricies, procuring

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Internships, Job Shadowing, Case Studies, Role Playing, Projects

CTSO Connection:

FCCLA STAR Events: Event Management, Hospitality, Recreation and Tourism

Certification/Credential Connection:

Alabama Certified Employee (ACE) / Certified Front Desk Representative / Certified Guest Service Professional / Certified Hospitality and Tourism Professional (must pass the final exam for Year 1 and Year 2, complete 100 hours of work experience, and then apply for credential)

Topic 5 Title: Product and Service Management

Content Standards

11. Create a multimedia portfolio to optimize visibility for a product, service, and/or event in sports, recreation, or attractions, incorporating brand development and marketing strategies.
12. Identify product licensing rules and regulations that are related to the sports industry.
Examples: amateur and professional organizations, NCAA, NBA, WNBA, NFL, MLB, NHL

Unpacked Learning Objectives

Students know:

- Principles of branding and marketing strategies.
- Importance of multimedia elements in enhancing visibility and engagement.
- Techniques for creating effective multimedia presentations and portfolios.
- How regulations govern licensing, the importance of compliance, and the impact on stakeholders.

Students are able to:

- Create multimedia portfolios that effectively showcase products, services, or events in sports, recreation, or attractions.
- Utilize various multimedia elements such as videos, graphics, and interactive content to enhance visibility and engagement.
- Identify product licensing rules and regulations.

Students understand:

- The use of multimedia elements can significantly impact the effectiveness of marketing campaigns by capturing attention and fostering engagement.
- Product licensing in the sports industry is governed by regulations and laws.

Driving/Essential Question	How do you market and create a brand to showcase a product, service, and/or event in the sports, recreation, or attractions industry? What laws, regulations, and legislation regulate product licensing in the sports industry?
Exemplar High Quality Task	Students will create a digital portfolio to market and brand a product, service, and/or event in the sports, recreation, or attractions industry.

	Students will research and create a presentation identifying laws, regulations, and legislation that determines how products are licensed in the sports industry.
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Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
<p>Create a portfolio showcasing an original product, brand, business, or attraction, including their brand identity, logo, marketing strategies, and plan for prices and sales.</p>	<p>Summative: Project rubric, test, quiz</p> <p>Formative: Teacher observation, exit slip, bell ringer, note taker</p>	<p>Direct Instruction: Students will take notes on a note taking guide that explains how to build a portfolio, and how to make your portfolio stand out.</p> <p>Project: Students will choose an original product, brand, business, or attraction. Using the strategies from the notes, students will create a digital portfolio showcasing the original product, brand, business, or attraction, including their brand identity, logo, marketing strategies, and a plan for prices and sales. Students will present the project to the class.</p>	<p>ELA: Create a written explanation of a portfolio showcasing an original product, brand, business, or attraction, including their brand identity, logo, marketing strategies, and plan for pricing.</p> <p>Math: Create a table that showcases an original product, brand, business, or attraction, including their brand identity, logo, marketing strategies and plan for prices and sales.</p> <p>Social Studies: Working in small groups, students will conduct market research in order to create a portfolio showcasing an original product, brand, business, or attraction,</p>	<p>Computer, printer, presentation equipment, rubric</p>

			including their brand identity, logo, marketing strategies, and plan for prices and sales. The portfolio can be either digital or print.	
Identify product legislation and policy governing the sports industry.	<p>Summative: Project rubric, test, quiz</p> <p>Formative: Teacher observation, exit slip, bell ringer</p>	<p>Research Project: Students will research sports law in the United States of America and will create a report, presentation, infographic, brochure, etc. to showcase the information learned.</p>	<p>ELA: Conduct a Socratic seminar about product legislation and policy governing the sports industry.</p> <p>Math: Create a table that identifies product legislation and policy governing the sports industry.</p> <p>Social Studies: Research and create a detailed graphic organizer of local, state, and federal product and policy legislation governing the sports industry.</p> <p>Social Studies: Create a detailed list of product and policy legislation governing gambling in the sports industry over the past ten years.</p>	Computer, printer, presentation equipment

Key Vocabulary

marketing strategies, multimedia, portfolio, visibility, brand development, licensing, regulations

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Internships, Job Shadowing, Case Studies, Role Playing, Projects

CTSO Connection:

FCCLA STAR Events: Event Management, Hospitality, Recreation and Tourism

Certification/Credential Connection:

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Topic 6 Title: Venue and Facilities Management

Content Standards

13. Create a safety plan incorporating strategies to minimize risks at concerts, sporting events, and large public gatherings, considering the type of venue, occupancy restrictions, location, demographics, and availability of alcohol.
14. Research and summarize security measures and safety plans implemented for events and activities in the sports, recreation, and attractions industries.
15. Summarize food safety and sanitation procedures designed to maintain a safe work environment in various sports, recreation, or attractions industry venues.
16. Explain how facility design impacts the guest experience.

Unpacked Learning Objectives

Students know:

- Elements of a safety plan for events like concerts, sporting events, and large public gatherings.
- How to assess the characteristics of a venue to determine potential safety hazards.
- The significance of occupancy restrictions in ensuring crowd safety.
- Location factors can impact the safety of an event.
- Demographics of attendees influence safety considerations.
- Potential risks associated with the availability of alcohol at these events.
- Security measures and safety plans that are designed to prevent accidents, injuries, and emergencies, as well as respond effectively if they occur.
- The principles of food safety, including the importance of maintaining cleanliness and preventing contamination in food handling environments.
- Key foodborne pathogens and their sources, such as bacteria, viruses, and parasites commonly associated with foodborne illnesses.
- Proper sanitation procedures for cleaning and sanitizing food contact surfaces, equipment, and utensils to prevent cross-contamination.
- The significance of personal hygiene practices, such as handwashing and proper attire, in preventing the spread of pathogens during food handling.
- The various elements of facility design, including layout, lighting, decor, signage, and amenities.
- The basic design principles such as balance, proportion, harmony, and emphasis, and understand how these principles apply to facility design.

Students are able to:

- Create a safety plan for concerts, sporting events, and large public gatherings.
- Research and summarize information to understand security measures and safety plans in sports, recreation, and attractions industries.
- Summarize food safety and sanitation procedures for a safe work environment.
- Evaluate different components of facility design, including layout, aesthetics, and functionality, to assess their effectiveness in enhancing the guest experience.
- Apply fundamental design principles such as balance, proportion, and harmony to propose effective facility designs that optimize the guest experience.

Students understand:

- Ensuring safety at concerts, sporting events, and large public gatherings requires careful planning and risk assessment.
- A comprehensive safety plan encompasses various strategies tailored to specific event contexts.
- Security and safety are important in the sports, recreation, and attractions industries.
- Food safety is essential in the sports, recreation, and attractions industry.
- Facility design influences the overall guest experience, encompassing aspects like ambiance, comfort, and functionality.

Driving/Essential Question	How do you keep people safe (physical safety and food safety) at a large concert, sporting event, or public gathering? Why is facility design important to guest experience at events?
Exemplar High Quality Task	Students will create a physical safety plan and a food safety plan for concerts, sporting events, and large public gatherings that are based on research. Students will design a venue to create a favorable guest experience.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Identify safety risks and hazards at public events.	<p>Summative: Test, quiz</p> <p>Formative: Teacher observation, exit slip, bell ringer, worksheet</p>	<p>Direct Instruction: Teacher will present a short presentation on the types of safety risks that exist at large events.</p> <p>Scenarios: Students will be given a variety of scenarios for large events. They will then identify the safety risks at each event, and propose solutions to fix those risks.</p>	<p>ELA: Participate in a fishbowl discussion on various safety risks and hazards at public events.</p> <p>Math: Create a Venn Diagram identifying safety risks and hazards at public events.</p> <p>Social Studies: Research and create a graphic organizer of safety risks and hazards at public events in the past twenty years.</p> <p>Social Studies: Create a public service announcement to warn people of safety risks and hazards at public events.</p>	Computer, printer, presentation equipment, scenario sheet

			Science: Review safety guidelines used in lab safety, and apply this knowledge to safety risks and hazards at public events. Create a Flipgrid presentation.	
Identify safety protocols to minimize risks and hazards at public events.	<p>Summative: Research rubric, quiz, test</p> <p>Formative: Teacher observation, bell ringer, exit slip</p>	<p>Research Infographic: Students will research safety protocols to minimize risks and hazards at public events and create an infographic to share the information.</p>	<p>ELA: Create a poster identifying safety protocols to minimize risks and hazards at public events.</p> <p>Math: Create a table that identifies safety protocols to minimize risks and hazards at public events.</p> <p>Social Studies: Research and create an infographic that identifies safety protocols to minimize risks and hazards at public events.</p> <p>Science: Design a safety protocol digital flier using Canva, to minimize risks and hazards at public events.</p>	Computer, printer, presentation equipment, rubric, venn diagram, poster board, markers, colored pencils
Compare and contrast security protocols at various event venues.	<p>Summative: Quiz, exit slips</p> <p>Formative: Teacher observation, graphic organizer</p>	<p>Venn Diagram: Students will compare and contrast a variety of safety protocols at event venues.</p>	<p>ELA: Research two chosen event venues, and analyze their effectiveness and implications for attendees. Using digital tools, prepare a comparative presentation</p>	Computer, internet access

			<p>on their chosen event venues' security protocols.</p> <p>Math: Create a Venn Diagram to compare and contrast security protocols at various event venues.</p> <p>Social Studies: Working in small groups, students will identify events in two of the three areas—sports, recreation, or attractions—with varying sizes (small vs large; medium vs large) and create a comparison and contrast graphic organizer or presentation of the security protocols at each.</p> <p>Social Studies: Create a graphic organizer on how security protocols have changed over the last twenty years at varying events in the sports, recreation, and attractions industry.</p> <p>Science: Compare and contrast lab safety procedures and protocols to safety protocols at events. Prepare a summary of the common themes found.</p>	
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<p>Create a safety plan to minimize risks and hazards at public events. Analyze different security protocols at various event venues.</p>	<p>Summative: Test, quiz, exit slip, rubric</p> <p>Formative: Teacher observation, bell ringer</p>	<p>Group project: After analyzing different security protocols at various event venues, students will choose a large event and will create a safety plan for the event.</p>	<p>ELA: Write an analysis of different security protocols at given events.</p> <p>Math: Choose a large event and create a table outlining the safety plan for the event.</p> <p>Social Security: Research and create a graphic organizer on the different security protocols at various event venues and how they have changed in the last twenty years.</p> <p>Science: Assign groups different security protocols from various venues. Provide a lab safety protocol, and have groups compare, contrast and summarize findings.</p>	<p>Computer, printer, presentation equipment, rubric</p>
<p>Identify food safety and sanitation procedures in various venues.</p>	<p>Summative: Project rubric, test, quiz</p> <p>Formative: Teacher observation, exit slip, bell ringer, lab plan</p>	<p>Food Safety Game: Review food safety guidelines with students through a game (Jeopardy, Kahoot, Bingo, Gimkit, etc.)</p> <p>Venue Food Project/Food Safety and Sanitation Lab: Students will conduct research of different venues in the sports, recreation, or attractions</p>	<p>ELA: Write a fictional narrative that revolves around a critical event. Develop a plot that highlights a dilemma for the characters involving food safety and sanitation procedures.</p> <p>Science: Review the two articles on food safety and sanitation. Discuss the</p>	<p>Computer, printer, presentation equipment, rubric, ingredients for food lab (Will add food lab equipment after I can see equipment list on state website.)</p>

		industry and then create a new dish to serve at the venue. The students must determine the cost to create the dish, how much to sell the dish for, and a marketing plan for the dish. Students will then prepare the dish demonstrating proper safety and sanitation throughout the lab.	importance of food safety and sanitation procedures. The Core Four Practices (fightbac.org) About Hygiene Water, Sanitation, and Environmentally Related Hygiene (WASH) CDC	
Identify design features at various venues and their impact on the guest experience.	Summative: Project rubric, test, quiz Formative: Teacher observation, exit slip, bell ringer	Guest Speaker: Utilize a local venue and have someone come to speak to the class about the design of the venue and how it impacts guest experiences. They can also talk about changes they would make to the design and why. Group Project: Student groups will design a new venue for a chosen area. (This is a great project to work together with the math teacher.) Students can utilize graphing to plot the design of the venue. Students will present their designs to the class and discuss the impacts it will have on guest experiences.	ELA: Research a local event venue. Write a recommendation letter for this venue that focuses on the guest experience. Social Studies: Research design features and create a graphic organizer on how demographics impact design features at various venues and how this influences the guest experience. Math: Create a Table that identifies design features at various venues and their impact on the guest experience.	Computer, printer, presentation equipment, rubric, graph paper, ruler, protractor

Key Vocabulary

safety plan, risk mitigation, venue, occupancy, demographics, security measures, safety plan, food safety, sanitation, guest experience, facility design

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Internships, Job Shadowing, Case Studies, Role Playing, Projects

CTSO Connection:

FCCLA STAR Events: Event Management, Hospitality, Recreation and Tourism

Certification/Credential Connection:

Certified Hospitality and Tourism Professional (must pass the final exam for Year 1 and Year 2, complete 100 hours of work experience, and then apply for credential) / ServSafe Manager

Topic 7 Title: Event Management

Content Standards

17. Research, plan, organize, and market an event within the sports, recreation, or attractions industries, utilizing the four basic elements of the marketing mix (product, price, place, and promotion).
18. Research and report on possible funding and revenue sources for an event in the sports, recreation, and attractions industries.
Examples: corporate sponsorships, private investors, bank loans

Unpacked Learning Objectives

Students know:

- The key components of the marketing mix: product, price, place, and promotion and how they influence the planning of events in the sports, recreation and attractions industries.
- Funding and revenue sources for an event.

Students are able to:

- Research, plan, and organize an event using the elements of a marketing mix.
- Research and report on different revenue streams relevant to the specific event.

Students understand:

- The marketing mix consists of four key elements—product, price, place, and promotion—that work together to achieve marketing objectives.
- Successful event planning in sports, recreation, and attractions industries hinges on strategic identification and utilization of diverse funding and revenue sources.

Driving/Essential Question	What behind-the-scenes work goes into planning an event within the sports, recreation, or attractions industry? How are events within the sports, recreation, and attractions industry financed?
Exemplar High Quality Task	Students will plan an event within the sports, recreation, or attractions industry utilizing the four basic elements of the marketing mix and identifying the funding sources for the event.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
<p>Plan and organize an event using the four elements of the marketing mix.</p> <ul style="list-style-type: none"> ● Product: Define the unique features and benefits of the event to differentiate it from competitors. ● Price: Determine pricing strategies such as ticket pricing, discounts, and packages. ● Place: Select appropriate distribution channels to reach the target audience effectively, whether it's online ticket platforms, physical locations, or partnerships with relevant organizations. ● Promotion: Develop a comprehensive 	<p>Summative: Project rubric, test, quiz</p> <p>Formative: Teacher observation, exit slip, bell ringer, foldable</p>	<p>Foldable: Students will create a foldable to review the four elements of the marketing mix.</p> <p>Group Project:</p> <p>Students can utilize a local event or an event they would like to plan. Students will research the event through online searches and interviews with current planners. Use the research to plan, organize, and market the event using prior knowledge and the four elements of the marketing mix. Students must identify the funding source(s) for the event. Students will present their</p>	<p>ELA: Plan and organize an event with group members using the marketing mix. Create a proposal contract outlining your event.</p> <p>Math: Create a table for each of the four elements of the marketing mix that contains all of the elements involved in each.</p>	<p>Computer, printer, presentation equipment, rubric, plain paper,</p>

<p>promotional plan using various channels such as social media, advertising, public relations, and partnerships to create awareness and generate interest in the event.</p>		<p>plan to the class or to the local organization.</p>		
<p>Identify funding and revenue sources for events.</p>	<p>Summative: Project rubric, test, quiz</p> <p>Formative: Teacher observation, exit slip, bell ringer, graphic organizer</p>	<p>Research Graphic Organizer: Students will be given a graphic organizer that lists a variety of funding and revenue sources for events. The students will research each and write the results in the appropriate place on the graphic organizer.</p> <p>Project: Students will identify funding sources for a school event and create a budget for the event. Include the final numbers and revenue total for the event.</p>	<p>ELA: Choose one funding or revenue source discussed in class, and write an analytical essay about its effectiveness and its potential challenges in funding large scale events.</p> <p>Math: Create a table identifying funding and revenue sources for events.</p> <p>Social Studies: Research and create a detailed list of funding and revenue sources for events.</p> <p>Science: Research funding sources and criteria for STEM, and discuss the similarities and differences in funding sources for events. Research Grants for Independent Researchers in 2024 (researchvoyage.com)</p>	<p>Computer, printer, presentation equipment, graphic organizer, rubric</p>

Key Vocabulary

marketing mix, funding, revenue

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Internships, Job Shadowing, Case Studies, Role Playing, Projects

CTSO Connection:

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