

COURSE TITLE: Sports, Recreation and Attractions I

Course Description:

Sports, Recreation, and Attractions Management I introduces the knowledge and skills related to managing clients, providing products and services, and overseeing facilities in the evolving sports, recreation, and attractions industries. The concepts addressed in this course include management of venues and events; branding, advertising, public relations, and event marketing; types of business ownership; management styles; the impact of public image; and the importance of professionalism.

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	Introduction to Sports, Recreation, and Attractions Management	10
3	Economic Impact	10
4	Public Relations, Marketing, and Branding	20
5	Client Management	25
6	Product and Service Management	20
7	Venue and Facilities Management	25
8	Professionalism	10

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: Introduction to Sports, Recreation and Attractions Management

Content Standards

1. Compare and contrast the various sectors of the sports, recreation, and attractions industries.
2. Compare and contrast the types of business ownership found in the sports, recreation, and attractions industries.
Examples: sole proprietorship, partnership, limited liability company, corporation, cooperative
3. Investigate and describe the advantages and disadvantages of management styles that may be utilized for the sports, recreation, and attractions industries.
Examples: affiliative, pacesetting, coaching, visionary
4. Explain how professional codes of ethics impact the sports, recreation, and attraction industries.
5. Describe how management functions are applied in various sporting events.
Examples: Olympics, World Games, international sporting events, extreme sports
6. Explain how public image impacts businesses within the sports, recreation, and attractions industries.

Unpacked Learning Objectives

Students know:

- Similarities and differences of various sectors in the sports, recreation, and attractions industry.
- The sports industry commonly features businesses with various types of ownership.
- Each management style has its own set of advantages and disadvantages, and the most effective approach may vary depending on factors such as organizational culture, industry dynamics, and individual preferences.
- Professional codes of ethics serve as guiding principles that outline expected behaviors and standards of conduct for individuals working in the sports, recreation, and attractions industries.
- How management functions are applied in sporting events.
- How public image impacts businesses within the sports, recreation, and attractions industries.

Students are able to:

- Identify key differences and similarities between the sports, recreation, and attractions industries.

- Compare and contrast types of business ownerships.
- Investigate and describe advantages and disadvantages of different management styles.
- Explain the impact of professional codes of ethics in the sports, recreation, and attractions industries.
- Describe how management functions are applied to various sporting events.
- Explain the impact of public image on businesses within the sports, recreation, and attractions industries.

Students understand:

- The sports, recreation, and attractions industries encompass diverse sectors.
- Various types of business ownership exist within the sports, recreation, and attractions industries.
- Different management styles can be utilized in the sports, recreation, and attractions industries.
- Professional codes of ethics play a crucial role in guiding the conduct and behavior of individuals and organizations within the sports, recreation, and attractions industries.
- Management functions are applied in various sporting events.
- Public image impacts businesses within the sports, recreation, and attractions industries.

Driving/Essential Question	How do different sectors, business ownership types, management styles, professional ethics, management functions, and public image collectively influence the operations and success of businesses in the sports, recreation, and attractions industries?
Exemplar High Quality Task	Students will research and present a report comparing various sectors, business ownership types, management styles, the impact of professional ethics, management functions in sporting events, and the influence of public image in the sports, recreation, and attractions industries, using real-world examples to illustrate their findings.

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
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<p>Identify key differences and similarities between the sports, recreation, and attractions industries.</p>	<p>Formative: Teacher observation, Notes, Compare and Contrast Graphic Organizer</p> <p>Summative: Research Project Rubric</p>	<p>Carousel activity: Students will rotate through stations with information about the various sectors of the sports, recreation, and attractions industry. Using a notetaking guide, students will take notes on each sector and have meaningful discussion at each station.</p> <p>Compare and Contrast Graphic Organizer: Students will complete a Compare and Contrast Graphic Organizer examining the information gathered in the carousel activity.</p> <p>Research activity: assign each student a specific business in one of the sectors. Utilize a research rubric to grade students' work. Differentiate instruction by allowing students to choose how they would like to present the information. Students could complete a slide presentation, create a video, write a research paper, create a research poster, or create a comic/coloring book.</p>	<p>ELA: Write a short essay comparing and contrasting two sectors of the sports, recreation, and attractions industry. Students must focus on the target audience, revenue generation, employment opportunities, and economic impact of each sector.</p> <p>Math: Use Venn Diagram to Identify key differences and similarities between the sports, recreation, and attractions industries.</p> <p>Social Studies: Create a chart to analyze the economic impact of various sectors of the sports, recreation and attractions industries within the state of Alabama (i.e. college football, minor league baseball, USFL, etc.).</p> <p>Social Studies: Assign students various professional sports, amateur sports, theme parks, recreational facilities, and tourist attractions to create a presentation for the class</p>	<p>Beverage Station for Hot and Cold Beverage Service</p> <p>Sports, Recreation and Attractions Customer Service/Booking Station, including: ticket/reservations area with computer with current operating system and industry related (or simulated) software and printer.</p> <p>Sports, Recreation and Attractions Workstation for Human Resources, Engineering and Maintenance, Marketing and Sales and Front Office, equipped with table or desk, chairs for personnel and customers, and computer with current operating system</p>
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			<p>that determines the economic impact of it and its potential for expansion by analyzing various factors such as target demographic, revenue, location, employment potential, etc.</p> <p>Science: Assign individual or group projects to gather quantitative and qualitative data on the similarities and differences in sports, recreation, and attractions industries. Graph and label the data, and present the findings (i.e., power point, Prezi, Canva, poster boards).</p>	
<p>Compare and contrast types of business ownerships.</p>	<p>Formative: Teacher observation</p> <p>Summative: Research Chart</p>	<p>Guest Speakers: Bring in a guest speaker from each area of business in the sports, recreation, and attraction industry.</p> <p>Research Chart: Students will be given a chart with the different types of businesses in the industry and will fill in the questions about each industry.</p>	<p>ELA: After researching the types of business ownerships prevalent in the industry, students will divide into groups and make audio-visual presentations using charts, graphs, and images along with a pre-recorded voice explanation of the presentation.</p> <p>Math: Create tables, graphs, or charts to compare and contrast various types of businesses.</p>	<p>Computer, printer, display monitor</p>

			<p>Social Studies: Research and create a report on an assigned sports, recreation, or attraction that details the type of business ownership that operates it and analyze why that type was chosen.</p> <p>Social Studies: Using a graphic organizer, compare and contrast the types of business ownership of similar sports, recreation, or attraction entities to determine if another type would be feasible.</p> <p>Science: Write several paragraphs (introduction, body, conclusion) utilizing and applying the scientific methods, identifying the types of business ownerships, and problems/questions being solved by each.</p>	
<p>Compare and contrast various ownership structures such as sole proprietorships, partnerships, corporations, franchises, and cooperatives.</p>	<p>Formative: Teacher observation, student group discussions</p> <p>Summative: Compare and Contrast Graphic Organizer</p>	<p>Small Group/Whole Group Activity: Divide the students into groups and assign the various ownership structures. Student groups will create a poster on the different types of ownership structures. The posters will then be hung around the</p>	<p>ELA: Create an outline for a paper comparing and contrasting sole proprietorships, partnerships, corporations, franchises, and cooperations.</p> <p>Students can trade outlines and then write a paper</p>	<p>Computer, printer, display monitor</p>

		<p>classroom. Each student will then be given a chart with the ownership structures listed, and must complete the information as they visit each poster station.</p> <p>Compare and contrast graphic organizer: Students will complete a graphic organizer comparing and contrasting each ownership structure using the information from the information gathered in the group activity.</p>	<p>using the outline of their peers.</p> <p>Math: Use a spreadsheet to analyze each ownership structure using the information gathered in the group activity.</p> <p>Social Studies: Research and write a report on the types of ownership structures that are most prevalent in either sports, recreation, or attraction industries.</p> <p>Social Studies: Research which type of ownership structure has the most economic impact in either sports, recreation, or attraction industries.</p>	
<p>Conduct research on various management styles applicable to the sports, recreation, and attractions industries</p>	<p>Formative: Teacher observation, role play activity, notes</p> <p>Summative: Test, quiz</p>	<p>Direct Instruction: The teacher will provide a brief introduction to the various management styles.</p> <p>Role Play activity: The teacher will provide students with different scenarios with the different management styles. The students will then role play the style. The student audience will identify the</p>	<p>ELA: Write a brief reflection essay on your chosen management style. Discuss how you plan to use this management style in your future career or personal life.</p> <p>Math: Utilize a Venn diagram, tables or graphs to compare various management styles applicable to the sports,</p>	<p>Computer, printer, display monitor</p>

		<p>management style acted out by their peers. Determine your management style: based on the information from the teacher, the roleplay activities, and further research on each management style, each student will determine which style he/she feels represents themselves.</p>	<p>recreation, and attractions industries</p> <p>Social Studies: Research the various management styles. Create a graphic organizer which is applicable to the sports, recreation, and attractions industries.</p>	
<p>Evaluate the suitability of different management styles for specific businesses or situations within the sports, recreation, and attractions industries</p>	<p>Formative: Teacher observation</p> <p>Summative: Worksheet</p>	<p>Scenario activity: Give students a sheet of a variety of scenarios, and students must identify which management style will work best in the situation.</p>	<p>ELA: Create an animated cartoon evaluating different management styles for specific given situations within the sports, recreation, and attractions industry.</p> <p>Math: Analyze the various management styles with sports, recreation industries.</p> <p>Social Studies: Based on research, small student groups will create cards of scenarios faced by different management styles. These will be shared with other groups who will be asked to identify the correct management style that applies to the scenario. Groups will discuss their answers and</p>	<p>Computer, printer, display monitor</p>

			offer justifications for their choices.	
<p>Explain how a code of ethics can benefit the sports, recreation and attractions industries.</p>	<p>Formative: Teacher Observation</p> <p>Summative: Classroom Code of Ethics</p>	<p>Direct Instruction: Teacher will have “Code of Ethics” written in bold letters at the front of the room. The teacher will get input from students about what the term means. The input from the students will be recorded like a word bubble around the word. The teacher/class will then determine common components of a code of ethics.</p> <p>Small Group/Whole Group: Students will work to create a code of ethics for the classroom. The classroom will be divided into small groups and each group will research different assigned codes of ethics. The information they learn from the research will be brought to the whole group to create a classroom code of ethics.</p> <p>Turn and Talk: At the end of creating a Classroom Code of Ethics, students will turn and talk about how a code of ethics would be beneficial to the sports,</p>	<p>ELA: Choose, watch, and take notes on an online documentary of a celebrity who has been caught breaking the code of ethics. Write an essay summarizing the documentary and giving their opinion on why it was or was not a true violation of ethics.</p> <p>Math: Use a Venn Diagram to record the similarities and differences among common components of the Code of Ethics</p> <p>Social Studies: Research and write a report on ethics and its use in the sports, recreation, and attractions industries.</p> <p>Social Studies: Students will analyze the importance of ethics in the sports, recreation, and attraction industries. Using Canva, they will create an infographic on its importance.</p> <p>Social Studies: Students will conduct a search of</p>	<p>Computer, printer, display monitor</p>

		<p>recreation, and attraction industry.</p> <p>In the News: Research news articles about code of ethics breaches in the sports, recreation, and attraction industries.</p>	<p>ethical failures in the sports, recreation, and attraction industries in the last twenty years to share with the class. Students will discuss the articles and how the ethical failures could have been avoided.</p> <p>Science: Research how code of ethics and peer reviews are used in science research, and can be applied to the sports, recreation, and attractions industries. Compose a written statement and discuss findings.</p>	
<p>Research the management functions commonly applied in various sporting events, including planning, organizing, leading, and controlling.</p> <p>Analyze how management functions are implemented at different stages of event management, from pre-event planning to post-event evaluation.</p>	<p>Formative: Teacher observation, Teacher project checks</p> <p>Summative: Project Rubric</p>	<p>Sporting Event Project: Student groups (2-3) will be assigned a sporting event (either student chosen or teacher assigned). Students must research the sporting event and determine what all is involved in putting on the event. Students will then create a plan for the sporting event that includes what will need to be done pre-event and post-event.</p>	<p>ELA: Write a formal proposal for their Sporting Event Project. Groups will present their proposals using poster creations and an oral presentation.</p> <p>Math: Compare and contrast the different stages of event management (pre-and-post event).</p> <p>Social Studies: Research and create an infographic on how management functions in sports, recreation, and attraction</p>	<p>Computer, printer, display monitor</p>

			industries have evolved in the last twenty years.	
Explain the impact of public image and how it influences businesses in the sports, recreation, and attractions industries.	<p>Formative: Teacher observation, class discussion, Student station activities</p> <p>Summative: Test, quiz</p>	<p>Direct Instruction: Teacher will show students a variety of sports stars and discuss how the behavior or following of the sports star influence the public image of the sport.</p> <p>Small group Station Activity: Students will be divided into small groups and will rotate through stations where they will read articles or complete activities. Stations can include articles about current events in recreation, sports, and attractions; an activity on how to save the image of a theme park after a horrific accident; an activity where the students decide what they want their public image to be; etc.</p>	<p>ELA: Write a research paper on how public image influences businesses business in the sports, recreation, and attractions industries. Include and cite a variety of sources (etc. book, newspaper article, internet, journal, interview)</p> <p>Math: Predict what factors may influence a sports star public image.</p> <p>Social Studies: Research the economic impact associated with the public image of businesses in sports, recreation, and attraction industries.</p>	Computer, printer, display monitor

Key Vocabulary:

sports industry, recreation industry, attractions industry, sectors, compare and contrast, business, ownership, management styles, codes of ethics, management functions, image

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

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

CTSO Connection:

STAR Events; Hospitality, Tourism, and Recreation (HTR); Entrepreneurship: Professional Presentation; Event Management; FCCLA National Programs; Career Connection; Leadership Service in Action; Financial Fitness; Power of One

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: Economic Impact

Content Standards

7. Analyze the economic impact of sports, recreation, and attractions on travel and tourism industries in a community, city, or state.
8. Describe factors that impact profits from activities, products, and services offered in the sports, recreation, and attractions industries.
Examples: supply and demand, sustainability, economic conditions, catastrophic events

Unpacked Learning Objectives

Students know:

- The sports, recreation, and attractions industries significantly contribute to the economic vitality of travel and tourism sectors in communities, cities and states.
- Profits in the sports, recreation, and attractions industries are influenced by various factors.

Students are able to:

- Analyze the economic impact of travel and tourism on communities, cities, and states.
- Describe factors that may affect the profitability of businesses in the sports, recreation, and attractions sectors.

Students understand:

- The sports, recreation, and attractions industries have a significant economic impact on travel and tourism in communities, cities, and states.
- Profits in the sports, recreation, and attractions industries are influenced by various factors.

Driving/Essential Question	How do sports, recreation, and attractions shape the economic landscape of a community, city, and/or state?
Exemplar High Quality Task	Students will create a detailed report analyzing the economic contributions and challenges of sports, recreation, and attractions within their local area, focusing on factors such as supply and demand, sustainability, economic conditions, and the impact of catastrophic events.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	:	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
<p>Gather and analyze fact-based data on the economic impact of sports, recreation, and attractions on travel and tourism industries in a specific community, city, or state. recommendations.</p>	<p>Formative: Teacher observation</p> <p>Summative: Quiz, Project Rubric</p>	<p>Direct Instruction: The teacher will present what fact-based data is and how you can find fact-based data.</p> <p>Student worksheet: Students will complete a worksheet to determine if information on the sheet is fact-based or not.</p> <p>Project: Students will choose a location and gather and analyze fact-based data on the economic impact sports, recreation and attractions have had on the area. Students will create a mock presentation to present to the economic commission of the area and include suggestions for</p>	<p>ELA: Explore and analyze the economic impact of sporting events, recreational activities, and popular attractions on travel and tourism industries in a specific community. Write an overview on why understanding this impact is crucial.</p> <p>Math: Calculate the economic impact sports and attractions have on an area.</p> <p>Social Studies: Research and analyze the economic impact of sports, recreation, and attractions on travel and tourism industries in specific communities, cities, or</p>	<p>Computer, printer, display monitor</p>

		improving the economic impact.	<p>states, creating a Canva presentation for the class.</p> <p>Social Studies: Research and analyze the economic impact of sports, recreation, and attractions on travel and tourism industries over the last ten years in assigned locations (i.e. Birmingham—the World Games, Birmingham Stallions, Birmingham Stampede, etc.)</p> <p>Science: Investigate the environmental (i.e. forest clearing) and economical impact of sports, recreation, and attractions on travel and tourism industries. Compare, contrast, graph, and present results.</p>	
Identify factors that impact profits from activities, products, and services offered in the sports, recreation, and attractions industries.	<p>Formative: Exit Slip Bell Ringer</p> <p>Summative: Quiz/Test Worksheet</p>	<p>Utilize the activities from University of Pennsylvania to teach what profits and losses are in a company. https://tinyurl.com/2p9dcj9u</p> <p>Brainstorm activity: After students know what profits and losses are, students will complete a brainstorm activity (use a graphic organizer of a brain) filling in factors that will impact</p>	<p>ELA: Investigate and analyze the key factors that influence profitability in the sports, recreation, and attractions industries. Write a summary of your investigation. Be sure to explore various aspects affecting revenue generation and financial stability within these sectors.</p>	Computer, printer, display monitor

		<p>profits in the different sectors of the sports, recreation, and attraction industry.</p>	<p>Math: Use decimals and percentages to calculate profits in the sports industry.</p> <p>Social Studies: List and detail the factors that impact profits from activities, products, and services offered in the sports, recreation, and attraction industries.</p> <p>Social Studies: Using the identified factors that impact profits, create an advertisement for an assigned city, region, or state to attract sports, recreations, and attraction industries.</p>	
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Key Vocabulary

tourism, economic impact, travel, profits, revenue, expenses, activities, products, services

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

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

CTSO Connection:

STAR Events; Hospitality, Tourism, and Recreation (HTR); Entrepreneurship: Professional Presentation; Event Management; FCCLA National Programs; Career Connection; Leadership Service in Action; Financial Fitness; Power of One

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 4 Title: Public Relations, Marketing, and Branding

Content Standards

9. Explain how market research impacts decisions made in the sports, recreation, and attractions industries.
10. Gather and share information on the impact of advertising, sponsorships, and sales promotion on the sports, recreation, and attractions industries.
11. Investigate and report on how the basic four elements of the marketing mix are utilized in the sports, recreation, and attractions industries.
12. Identify and summarize the steps of various brand development strategies.
13. Explain how intellectual property rights impact the sports, recreation, and attractions industries.
Examples: copyrights, patents, trademarks
14. Identify and describe media skills needed to promote various events.
Examples: social networks, press materials, promotions, public speaking

Unpacked Learning Objectives

Students know:

- Market research plays a crucial role in informing strategic decisions within the sports, recreation, and attractions industries.
- Information about the impact of advertising, sponsorships, and sales promotion initiatives within the sports, recreation, and attractions industries.
- How the elements of marketing mix are used in the sports, recreation, and attractions industries.
- The steps of brand management strategies.
- Intellectual property rights play a significant role in the sports, recreation, and attractions industries.
- Media skills for appealing promotional materials for events.

Students are able to:

- Explain that market research should impact decision making in the sports, recreation, and attractions industries.
- Collect and share relevant information on the impact of advertising campaigns, sponsorships, and sales promotions within the sports, recreation, and attractions industries.
- Investigate and report findings on the utilization of the marketing mix elements in the sports, recreation, and attractions industries
- Identify and summarize the steps of brand development strategies. Students are able to identify the steps involved in creating a brand identity, such as developing brand messaging, designing visual assets, and establishing brand values and personality.

- Summarize the importance of brand positioning in establishing a unique and compelling position in the minds of consumers relative to competitors.
- Explain the concept of intellectual property rights within the sports, recreation, and attractions industries.
- Identify and describe media skills for promoting various events.

Students understand:

- Market research plays a crucial role in informing decisions made in the sports, recreation, and attractions industries.
- Advertising, sponsorships, and sales promotion play significant roles in shaping the sports, recreation, and attractions industries.
- The basic four elements of the marketing mix are essential components of marketing strategies employed in the sports, recreation, and attractions industries.
- Brand development strategies involve a series of steps.
- Intellectual property rights play a crucial role in the sports, recreation, and attractions industries.
- Media skills are essential for effectively promoting various events within the sports, recreation, and attractions industries.

Driving/Essential Question	How do market research and strategic marketing decisions drive success in the sports, recreation, and attractions industries?
Exemplar High Quality Task	Students will create a comprehensive presentation detailing how market research, advertising, sponsorships, the marketing mix, brand development strategies, intellectual property rights, and media skills collectively influence decision-making and success in the sports, recreation, and attractions industries, supported by real-world examples and case studies.

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>Explain the importance of market research in the sports, recreation, and attractions industries.</p>	<p>Formative: Market Research Tool, Class discussion</p> <p>Summative: Quiz/Test</p>	<p>Direct Instruction: Define the six steps of market research, Give examples of market research</p> <p>Match the Market Game: Market Research Activity</p> <p>Activity: Students will create a market research tool. Students will then use the market research tool on a target audience, and create a chart/graph to show results of the research.</p> <p>Exit ticket: Students will explain how market research can be used in the sports, recreation and attraction industries.</p>	<p>ELA: Make an outline for an argumentative paper about the importance of market research in the sports, recreation, and attractions industries.</p> <p>Math: Analyze market trends in the sports, recreation, and attractions industries.</p> <p>Social Studies: Write a report on the importance of market research in the sports, recreation, and attractions industries.</p> <p>Social Studies: In a small group, create a list of ways market research is used in the sports, recreation, and attractions industries to</p>	<p>Computer, printer, display monitor</p>

			<p>attract different demographics.</p> <p>Social Studies: Create a graphic organizer on ways profits are affected by market research in the sports, recreation, and attractions industries.</p>	
<p>Conduct research to gather information on the impact of advertising, sponsorships, and sales promotion on the sports, recreation, and attractions industries. Prepare presentations or reports summarizing their findings on the impact of advertising, sponsorships, and sales promotion on the sports, recreation, and attractions industries.</p>	<p>Formative: Chart, Presentation, Venn Diagram</p> <p>Summative: Quiz/test, Research rubric</p>	<p>Carousel activity: Stations will include- advertising, sponsorships, and sales promotion. Students will walk around to each station with a chart to complete. The students will fill in the information about advertising, sponsorships, and sales promotion and how each is used. The last column will have a space for students to list how each can be used in the sports, recreation, and attractions industries.</p> <p>Advertising Research Activity: Create an advertisement. Students will choose a product, sports team, theme park, or recreation area to research and create an advertisement for it.</p>	<p>ELA: Conduct research to gather information on the impact of advertising, sponsorships, and sales promotion on the sports, recreation, and attractions industries. Write a detailed report summarizing your findings with sections on advertising, sponsorships, and sales promotions. Organize your report with clear headings and subheadings, and evidence to support your analysis. Cite your work.</p> <p>Math: Create charts and graphs to compare and contrast the impact of advertising, sponsorships, and sales promotion on the sports, recreation, and attractions industries.</p> <p>Social Studies: Assign various sports, recreation, and attraction industries to</p>	<p>Computer, printer, display monitor</p>

		<p>Compare and Contrast: Using a Venn Diagram, compare and contrast sponsorships for NBA versus WNBA.</p> <p>Research project: Create a presentation or report to share how advertising, sponsorships, and sales promotion impact the sports, recreation, and attractions industries.</p>	<p>student groups to research how their advertising, sponsorships, and sales promotions are impacted over the course of a ten year period.</p> <p>Social Studies: Create a chart using Excel, SPSS, or another chart creating application to report or present data on the impact of advertising, sponsorships, and sales promotions on an assigned sports, recreation, and attraction, especially within the state of Alabama, over the last ten years.</p>	
<p>Conduct research to understand how the basic four elements of the marketing mix (product, price, place, and promotion) are utilized in the sports, recreation, and attractions industries. Prepare and effectively communicate presentations or reports summarizing their investigation and findings on how the basic four elements of the marketing mix are utilized in the sports, recreation, and attractions industries.</p>	<p>Formative: Teacher observation, Graphic Organizer</p> <p>Summative: Quiz, Research rubric</p>	<p>Graphic Organizer Notetaker: Create a notetaking guide for the four elements of the marketing mix. Example: https://tinyurl.com/msxme6ej</p> <p>Research Activity: Research presentation project. Students will use prior knowledge of the four elements of the marketing mix to show how it can be used in the sports, recreation, and attractions industries. The students</p>	<p>ELA: Conduct an interview with a professional in the area of sports, recreation, and attractions industry. Focus your interview on the four elements of the marketing mix. Record your interview and show it to your class.</p> <p>Math: Create visual representations of data to highlight trends and patterns.</p> <p>Social Studies: Assign various sports, recreation, and attraction industries to</p>	<p>Computer, printer, display monitor</p>

		will present their research to the class.	<p>student groups to research and create a presentation or report on how the basic four elements of the marketing mix (product, price, place, and promotion) were utilized over the course of a ten year period.</p> <p>Social Studies: Create a chart on the four elements of the marketing mix (product, price, place, and promotion) especially within the state of Alabama, which were utilized over the last ten years in the sports, recreation, and attractions industries.</p>	
<p>Conduct research to identify various brand development strategies used in different industries, including the sports, recreation, and attractions sectors. Summarize their findings and insights on various brand development strategies through various presentation methods.</p>	<p>Formative: Teacher observation, project check in sheets</p> <p>Summative: Project rubric</p>	<p>Research activity: Students will research brand development strategies and present them in small groups.</p> <p>Project: Student groups will choose a sports, recreation, or attraction business and use the brand development strategies to develop branding for the business. (Teacher can ask for business leaders to come and listen to the students'</p>	<p>ELA: Conduct research on various brand development strategies used in different industries including the sports, recreation, and attractions industries. Role-play as marketing consultants to present your findings.</p> <p>Math: Utilize mathematical comparisons to assess the efficiency of various development strategies.</p>	<p>Computer, printer, display monitor</p>

		presentations and score them based on a rubric given. This is a great way to utilize your advisory committee in the classroom.)	<p>Social Studies: Create an infographic based on research on various brand development strategies used in the sports, recreation, and attraction industries.</p> <p>Social Studies: Student groups will research various brand development strategies used in different industries, including the sports, recreation, and attractions sectors to create presentations using a variety of methods (i.e. Canva, Prezi, PowerPoint, commercial (in-class or video)).</p> <p>Social Studies: Assign a sports, recreation, or attraction to student groups to research how they use various brand development strategies to promote their organization and its economic impact.</p>	
Conduct research to understand how intellectual property rights impact the sports, recreation, and attractions industries.	<p>Formative: Teacher observation</p> <p>Summative: Test, quiz</p>	<p>Foldable Vocabulary Wheel Strategy: Find template here: https://tinyurl.com/yc3sp7bu</p> <p>Use the following vocabulary words and</p>	<p>ELA: Design, produce, and publish an illustrated book explaining how intellectual property rights impact the sports, recreation, and attractions industries. Use and highlight the vocabulary words from</p>	Computer, printer, display monitor

		<p>symbols to create a vocabulary wheel foldable: ©, ®, Copyright, Cybersquatting, Design patent, Fair use, Goodwill, Patent Piracy, Service mark, Trade secret (undisclosed information), Counterfeit, Derivative work, Domain name, Federal law, Intellectual property, Patent pending, Plagiarism, Trade name, Trademark.</p> <p>Small Group Stations:</p> <p>Have five student stations set up around the room and one station with the teacher. Station 1: Vocabulary review activity. (Student worksheet, coloring sheet, etc.) Station 2: Current event article on intellectual lawsuits in the news. Station 3: Graphic organizer activity. students will create a graphic organizer as a quick glance sheet at Alabama law covering intellectual property. Station 4: Famous intellectual property lawsuit. Examples: Mattel Inc. v. MGA Entertainment Inc, Adidas America Inc. v.</p>	<p>your vocabulary wheel in your book.</p> <p>Math: Use charts, graphs, and infographics to visualize data and key points that impact the sports, recreation, and attractions industries.</p> <p>Social Studies: Research and write a report on how intellectual property rights impact sports, recreation, and attractions industries.</p> <p>Social Studies: Research and create a graphic organizer on Alabama laws, regulations, and practices on intellectual property rights and analyze how they impact the sports, recreation, and attractions industries.</p> <p>Science: Research patents in scientific discoveries. Write a summary of your findings, and discuss how intellectual property rights impact the sports, recreation, and attractions industries.</p>	
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		<p>Payless Shoesource Inc, Station 5: Worksheet/Graphic organizer on how Artificial Intelligence is going to influence intellectual property laws. Example article that can be used: https://tinyurl.com/24xsjand Teacher Station: Students will discuss with the teacher how they think intellectual property rights will influence the sports, recreation, and attractions industry. The teacher can also do tier 2 instruction during the small group time.</p>		
<p>Identify various media skills needed to promote events within the sports, recreation, and attractions industries.</p>	<p>Formative: Teacher observation, chart</p> <p>Summative: Quiz, Project Rubric</p>	<p>Whole Group Instruction: Teacher will give each student a chart with a variety of media outlets used to promote events. Students will search up each media outlet given and describe it in one column and give five examples of how it is used in the other column.</p> <p>Small Group Project (2-3 students in each group): Students will choose an event in the sports, recreation, and attractions industries to promote using</p>	<p>ELA: Interview a local sports reporter about the skills needed to promote events within the sports, recreation, and attractions industry. Record your interview and edit it for a three minute You Tube post.</p> <p>Math: Calculate mean, median, mode, and standard deviation for performance metrics across different media channels.</p>	<p>Computer, printer, display monitor</p>

		<p>a variety of media outlets. They will present their media promotion campaign to the class. They may even choose a school sporting or theater event and present their information to the team/coach/advisor. This could also be used as a project to assign students to the different sporting teams, theater, etc at the school and allow them to promote their many events.</p>	<p>Social Studies: List and detail the various media skills needed and used to promote events within the sports, recreation, and attractions industries over the last twenty years.</p> <p>Social Studies: Assign student groups different events in the sports, recreation, and attractions industries to research and create a presentation on how media skills are used to promote the events.</p>	
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Key Vocabulary

market research, focus groups, target markets, advertising, sponsorships, sales promotion, marketing mix, product, price, place, promotion, brand development, intellectual property, rights, media

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

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

CTSO Connection:

STAR Events; Hospitality, Tourism, and Recreation (HTR); Entrepreneurship: Professional Presentation; Event Management; FCCLA National Programs; Career Connection; Leadership Service in Action; Financial Fitness; Power of One

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: Client Management

Content Standards

15. Explain how client needs differ within the sports, recreation, and attractions industries.
Examples: employee training, marketing, applicable laws and safety
16. Explain the importance of equity in the sports, recreation, and attractions industries.
Examples: non-discrimination on basis of ability, culture, gender
17. Explain the importance and benefits of following a professional code of ethics in the sports, recreation and attractions industry.
Examples: providing input for vision and mission statements, incorporating general principles of integrity and fairness, identifying unacceptable behaviors and consequences, incorporating safety, hospitality, cleanliness, truthful advertising, complaint resolution, sustainability
18. Explain how technology has impacted client management and customer service in the sports, recreation, and attractions industries.
Examples: ticketing, staffing, guest services
19. Investigate and report on the barriers that impact participation by international clients in the sports, recreation, and attraction industries.
Examples: currency, accommodations, legal issues, language

Unpacked Learning Objectives

Students know:

- How to differentiate client needs within the sports, recreation, and attractions industries.
- How equity affects the sports, recreation, and attractions industries.
- Following a professional code of ethics in the sports, recreation, and attractions industry is important.
- How technology has impacted client management and customer service in the sports, recreation, and attractions industries.
- The barriers to participation by international clients in the sports, recreation, and attractions industries enhance accessibility, reduce obstacles, and promote.

Students are able to:

- Explain the diverse range of client needs within the sports, recreation, and attractions industries.
- Explain the significance of equity within the sports, recreation, and attractions industries.
- Explain the importance of adhering to a professional code of ethics in the sports, recreation, and attractions industry.
- Explain the ways in which technology has impacted client management and customer service in the sports, recreation, and attractions industries.

- Investigate and report on the barriers that may impact international clients' participation in the sports, recreation, and attraction industries.

Students understand:

- Client needs vary within the sports, recreation, and attractions industries.
- Equity is essential in the sports, recreation, and attractions industries.
- Equity is essential in the sports, recreation, and attractions industries.
- Following a professional code of ethics is crucial in the sports, recreation, and attractions industry.
- Technology has impacted client management and customer service in the sports, recreation, and attractions industries.
- Various barriers impact the participation of international clients in the sports, recreation, and attractions industries.offerings for international.

Driving/Essential Question	How do diverse client needs, equity considerations, professional ethics, technological advancements, and international barriers shape the sports, recreation, and attractions industries?
Exemplar High Quality Task	Students will develop a comprehensive report that analyzes and addresses the varying client needs, emphasizes the importance of equity and professional ethics, evaluates the impact of technology on client management and customer service, and investigates barriers to international participation in the sports, recreation, and attractions industries, providing actionable recommendations for industry improvement.

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 and explain the diverse range of client needs within the sports, recreation, and attractions industries.	<p>Formative: Composite report</p> <p>Summative: Discussion participation, role playing, research</p>	<p>Client Needs Analysis - Students will analyze case studies to identify client needs. Split students into groups. Give each a case study. Students will identify and list client needs and then present findings to the class.</p> <p>Students will role-play scenarios to understand client needs. Create scenario cards. Assign roles (clients and service providers). Act out scenarios. Discuss and reflect on lessons learned.</p> <p>Students will compare client needs in different sectors of the industry. Based on research of the different sectors, students</p>	<p>ELA: Research and write an expository paper on the everchanging diverse range of client needs within the sports, recreation, and attractions industries.</p> <p>Math: Create charts, graphs, or tables to illustrate the correlation of a wide range of client needs in sports and recreation, and attractions industries.</p> <p>Social Studies: Create a list that identifies and explains the diverse range of client needs within the sports, recreation, and attractions industries over the last twenty years within</p>	Computer, printer, display monitor

		will write a report on client needs. Conduct a peer review session and finish the class summary report.	an assigned geographic region. Social Studies: Create a report on the impact of the geographic region and local economies on the diverse range of client needs within the sports, recreation, and attractions industries.	
Identify and explain the importance of equity in the sports, recreation, and attractions industries.	Formative: Research project Summative: Participation in discussions, worksheet	Bell Ringer: As students enter the room, have the picture of equality vs equity on the board of the children trying to see over the fence for a ball game. Students should use the image to create a definition for equality and equity. Find the image here: http://i2.wp.com/interactioninstitute.org/wp-content/uploads/2016/01/IISC_EqualityEquity.png?zoom=2&resize=730%2C547 Class Discussion: After the bell ringer, have a class discussion of the differences in equality and equity. Give examples of each and have students share examples. Some students may even have examples of things that	ELA: Create a mind map centered around the concept of equity in sports, recreation, and attractions industries. Make the map's branches using details and examples of the different aspects of equity such as access, representation, inclusion, etc. Math: Predict how equity will impact the overall success of events. Social Studies: Create an infographic or graphic organizer that defines equity and explains the importance of it in the sports, recreation, and attractions industries. Social Studies: Read the article, "Name, Image, and Likeness Brings Questions	Computer, printer, display monitor

		<p>have happened to them that they would like to share.</p> <p>Worksheet: Have students determine if different scenarios are equitable on a worksheet with different scenarios. If the scenario is not equitable the students can list ways to make it equitable. Example worksheet can be found here. 1 www.justhealthaction.org PART 1: INTRODUCTION TO ENVIRONMENTAL JUSTICE, EQUITY, AND HEALTH1 Lesson Plan 3: How are Equality a</p> <p>Research project: Each student can research the equity plan for different areas in the sports, recreation, and attractions industry. The teacher may assign them a specific business. Students will determine how the business makes things more equitable for clients. An example is Rider Switch at Disney World, wheelchair seating at sporting events, etc.</p>	<p>of Pay Equity to College Sports” (Name, image, and likeness brings questions of pay equity to college sports - Spartan Newsroom). Analyze and discuss the pros and cons of NIL on college sports, focusing on equity.</p>	
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<p>Understand and explain the importance and benefits of following a professional code of ethics in the sports, recreation, and attractions industry.</p>	<p>Formative: Presentation</p> <p>Summative: Teacher observations</p>	<p>Using the information learned in Topic 2, students will create a presentation showing the importance of following a professional code of ethics in the sports, recreation, and attractions industry.</p>	<p>ELA: Write a narrative explaining the importance and benefits of following a professional code of ethics in the sports, recreation, and attractions industry.</p> <p>Math: Predict how following a professional code of ethics in the sports, recreation, and attractions industry will impact the overall success of events.</p> <p>Social Studies: Create a graphic organizer that 1) explains a professional code of ethics, 2) lists and details the importance of having one in the sports, recreation, and attractions industries, and 3) identifies at least one potential ethics violation.</p> <p>Science: Read and discuss the following article. Guiding Principles for Ethical Research National Institutes of Health (NIH) Design an outline explaining the importance and benefits of a professional code of ethics</p>	<p>Computer, printer, display monitor</p>
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			in the sports, recreation, and attractions industry.	
Understand how technology has impacted client management and customer service in the sports, recreation, and attractions industries.	<p>Formative: Teacher observation</p> <p>Summative: Summary paragraphs</p>	<p>Article Review: Students will be given two articles about how technology is changing the customer service experience in a variety of industries including sports, recreation, and attractions. The students should read and write a paragraph summary about each article. The students will also write at least one paragraph about how they feel technology is influencing customer service in the sports, recreation, and attractions industry.</p> <p>Example articles: Using Technology to Create a Better Customer Experience The Impact of Digital Transformation on Customer Experience Medallia https://www.sportstravelmagazine.com/teams-23-how-technology-is-changing-the-sports-industry/</p>	<p>ELA: Organize a fishbowl discussion on how technology has impacted client management and customer service in the sports, recreation, and attractions industries.</p> <p>Math: Gather historical data on the key metrics before and after the implementation of new technologies.</p> <p>Social Studies: Research and write a report on how technology has changed over the last ten years in the sports, recreation, and attractions industries and its impact on client management and customer service.</p> <p>Science: Research an article on how technology impacted client management and customer service in the sports, recreation, and attractions industries. Click the second provided link on how technology has impacted science. Discuss your</p>	Computer, printer, display monitor

		<p>Impacts of technology in outdoor recreation and adventure – Human Kinetics</p> <p>The Secret Behind an Unforgettable Experience: Embracing Customer-First Technology in Hospitality and Tourism</p>	<p>findings. Science and technology on fast forward - Understanding Science (berkeley.edu)</p>	
<p>Identify the barriers that impact participation by international clients in the sports, recreation, and attraction industries. Prepare presentations or reports summarizing their findings on the barriers that impact participation by international clients in the sports, recreation, and attractions industries.</p>	<p>Formative: Projects</p> <p>Summative: Teacher observations</p>	<p>Research project: Students will determine how currency, accommodations, legal issues, language, etc impact participation of international clients. They will then present their findings by creating a written report of presentation.</p> <p>Project: Students will identify the various barriers that they will face in planning a trip to a sports, recreation, and attraction in a different country. Begin with class discussion and venn diagrams of what is alike and what is different in various cultural settings.</p>	<p>ELA: Review, edit, and revise peer reports.</p> <p>Math: Conduct cost analysis on the impact of participation by international clients in the sports, recreation, and attraction industries.</p> <p>Social Studies: Create a presentation or report that identifies barriers that impact the participation of international clients in the sports, recreation, and attraction industries that include taxes, federal and state regulations, codes, and policies, and economic concessions.</p>	<p>Computer, printer, display monitor</p>

Key Vocabulary

client needs, equity, code of ethics, professional/professionalism, client, management, customer service, technology, barriers, international, clients, client needs, equity, code of ethics, professional/professionalism, client, management, customer service, technology, barriers, international, clients

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

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

CTSO Connection:

STAR Events; Hospitality, Tourism, and Recreation (HTR); Entrepreneurship: Professional Presentation; Event Management; FCCLA National Programs; Career Connection; Leadership Service in Action; Financial Fitness; Power of One

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 6 Title: Product and Service Management

Content Standards

20. Summarize food safety and sanitation procedures utilized in the sports, recreation, and attractions industries.

21. Explain how products are licensed and how licensed goods are merchandised, citing examples from multiple sports.

Unpacked Learning Objectives

Students know:

- Food safety and sanitation procedures are essential in the sports, recreation, and attractions industries .
- How products are licensed and merchandised and can identify examples in different sports.

Students are able to:

- Summarize the principles of food safety and sanitation in the sports, recreation, and attractions industries.
- Explain the process of product licensing and merchandising and cite examples.

Students understand:

- Food safety and sanitation procedures are paramount in the sports, recreation, and attractions industries.
- Licensing and merchandising in the sports industry.

Driving/Essential Question	How do food safety and sanitation procedures affect the sports, recreation, and attractions industries? How does licensing and merchandising affect products in the sports industry?
Exemplar High Quality Task	Students will demonstrate proper safety and sanitation procedures at a sports, recreation, or attraction industry event. Students will create a product identifying the licensing and merchandising procedures for their product.

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 and explain food safety and sanitation procedures used in the sports, recreation, and attractions industries.	<p>Formative: Teacher observation, article review</p> <p>Summative: Food lab activity, test, ServSafe exam</p>	<p>Direct instruction: Teacher will explain food safety and sanitation procedures using ServSafe Food Guidelines.</p> <p>Kitchen Crime Scene: Teachers will stage a kitchen crime scene and have students identify all of the unsafe and unsanitary practices in the kitchen.</p> <p>Article review: Students will find and review at least two news stories about food safety issues in the sports, recreation, and attractions industry.</p>	<p>ELA: Research the local Health Department records for violators of the food safety and sanitation procedures used in the sports, recreation, and attractions industry and report on your findings.</p> <p>Math: Compare and contrast food safety and sanitation procedures used in the sports, recreation, and attractions industries.</p> <p>Social Studies: Research and create a detailed list of the changes to food safety and sanitation procedures over the last twenty years within the state of Alabama to safeguard the sports, recreation, and attractions industries.</p>	<p>Computer, printer, display monitor</p> <p>Beverage Station for Hot and Cold Beverage Service Sports, Recreation and Attractions Cleaning/Chemical Cabinet, locked Cooler, commercial (under counter, lowboy, reach in or walk in) Hand Washing Sink, designated Mop Sink Pot and Pan Sink: 3 Compartment including area for soiled and clean dishes</p>

			<p>Science: Read and discuss the importance of sanitation procedures. Getting personal - Understanding Science (berkeley.edu)</p>	
<p>Explain the process of licensing products in the sports industry, including the legal aspects and steps involved.</p>	<p>Formative: Final product development</p> <p>Summative: Teacher observation, note taking guides, progress on product development</p>	<p>Direct Instruction: The teacher will describe the licensing products procedures and how they differ from each state. Students will take notes on a note taking guide.</p> <p>Group Project (2-3 students): Students will create a product for the sports industry and will then create a presentation detailing the steps for how they will license and market the product.</p>	<p>ELA: Write a proposal to get a license for a given product in the sports industry. Present the proposal to the class for a vote of approval.</p> <p>Math: Create a flowchart outlining the process of obtaining a sports industry license, emphasizing legal aspects and necessary steps.</p> <p>Social Studies: Create a step-by-step infographic on the State of Alabama’s process for licensing products in the sports industry, including the legal aspects of it.</p> <p>Social Studies: Student groups will create a product for the sports industry and outline the steps they will take to gain an Alabama license for it. They will also create a</p>	<p>Computer, printer, display monitor</p>

			marketing plan and presentation to share with the class.	
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Key Vocabulary

hygiene, sanitation, food safety, procedures, licensed merchandising, goods

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

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

CTSO Connection:

STAR Events; Hospitality, Tourism, and Recreation (HTR); Entrepreneurship: Professional Presentation; Event Management; FCCLA National Programs; Career Connection; Leadership Service in Action; Financial Fitness; Power of One

Certification/Credential Connection:

ServSafe Food Handler, ServSafe Food Manager

Topic 7 Title: Venue and Facilities Management

Content Standards

22. Research and report on the types of venue designs utilized in the sports, recreation, and attractions industry.
Examples: theme parks, museums, historic sites, festivals, arenas, parks, amphitheaters
23. Select locations and venues for given events, utilizing industry-standard criteria.
24. Investigate and report on safety strategies that minimize risks for participants and audiences at large public gatherings, including the use of technology to enhance safety and security.
Examples: selecting the right venue, occupancy, location, security, severe weather, medical emergencies, fire protection
25. Determine the standard business permits and licenses required to manage given events in the sports, recreation, and attractions industry.

Unpacked Learning Objectives

Students know:

- Types of venue design in the sports, recreation and attractions industries.
- How to use industry standards for selecting locations and venues.
- Safety strategies, utilizing technology, minimize risks and ensure the safety and security of participants and audiences at large public gatherings.
- Standard business licenses and permits required for given events in the sports, recreation, and attractions industries.

Students are able to:

- Research and report on various types of venue designs utilized in the sports, recreation, and attractions industry
- Select potential locations and venues for events based on industry-standard criteria.
- Investigate and report on safety strategies implemented to minimize risks for participants and audiences at large public gatherings.
- Determine the specific types of business permits and licenses required to manage various events in the sports, recreation, and attractions industry.

Students understand:

- That venue designs in the sports, recreation, and attractions industry vary.
- That attraction venues are designed for specific purposes in the sports, recreation and attractions industry.
- Industry standards for selecting locations and venues for events.
- Safety strategies are paramount for minimizing risks for participants and audiences at large public gatherings.

- Determining the standard business permits and licenses required to manage various events in the sports, recreation, and attractions industry is essential.

Driving/Essential Question	How does the design and location of a venue impact success in the sports, recreation, and attractions industry?
Exemplar High Quality Task	Students will develop a comprehensive report that analyzes and addresses venue designs and required permits and how it affects the safety of holding events at the venue.

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>Conduct comprehensive research on various types of venue designs used in the sports, recreation, and attractions industry. Effectively communicate on findings of research on venue designs utilized in the sports, recreation and attractions industries.</p>	<p>Formative: Final project</p> <p>Summative: Teacher observations</p>	<p>Research Project: Students will research the various types of venue designs used in the sports, recreation, and attractions industry and create a presentation to share. <i>Examples: theme parks, museums, historic sites, festivals, arenas, parks, amphitheaters</i></p>	<p>ELA: Create a diorama of a chosen type of venue design used in the sports, recreation, and attractions industry. Write a brief explanation of your design.</p> <p>Math: Conduct a cost analysis on venue design.</p> <p>Social Studies: Research and write a report on the various types of venue designs used in the sports, recreation, and attractions industry.</p> <p>Social Studies: Research and create an infographic on the various types of venue designs used in sports, recreation, and attractions industries within the state of Alabama and</p>	<p>Computer, printer, display monitor</p>

			explain why these are used the most.	
Select an appropriate location and/or venue using industry-standard criteria.	<p>Formative: Exit slip, bell ringer</p> <p>Summative: Teacher observation, class discussions, group participation</p>	Group project: Student groups will create a venue for the sports, recreation, and attractions industry. They will have to use prior knowledge or target audience, etc. to determine the location of the venue. This project can go as in depth as the teacher would like. It can be very simple like finding a location, or it can include drawings, marketing plans, licensing requirements, media plan, etc. to build on prior knowledge.	<p>ELA: Write an explanation of the reasoning and the steps to select an appropriate location and/or venue using industry-standard criteria.</p> <p>Math: Develop a cost analysis to select a location and venue.</p> <p>Social Studies: Research and create a report on an appropriate location and/or venue within an assigned region or area of Alabama using industry-standard criteria that can be developed. Students are to include an economic analysis of the location and/or region.</p>	Computer, printer, display monitor
Research safety strategies employed at large public gatherings.	<p>Formative: Final report on safety strategies, teacher observation, bell ringer, exit slip</p> <p>Summative: Test, quiz</p>	Students will research what safety strategies should be used at large public gatherings and create a report on their findings.	<p>ELA: Choose one large sporting event and analyze the safety strategies already in place. Highlight the strategies that are both successful and unsuccessful and why.</p> <p>Math: Use charts, graphs, and tables to present the safety strategies employed at large public gatherings.</p>	Computer, printer, display monitor

			<p>Social Studies: Research and create an infographic using Canva or a graphic organizer on the safety strategies employed at large public gatherings, detailing how they have changed over the last twenty years.</p> <p>Science: Review, research, and compare how lab safety procedures required in science labs, relate and can be applied/modified to safety procedures in large public gatherings.</p>	
Identify technological solutions designed to enhance safety at public gatherings.	<p>Formative: Summary, exit slip, bell ringer</p> <p>Summative: Quiz</p>	<p>Guest speaker: Have a local law enforcement officer speak to students about safety strategies used at large public gatherings and how technology enhances those strategies. Students will create questions to ask the guest speaker before arrival. Students will create a summary of the knowledge learned from the guest speaker.</p>	<p>ELA: Write a narrative in which a law enforcement officer recounts a public event that went wrong and how the safety of that gathering could have been improved.</p> <p>Math: Evaluate which technological solutions have the most positive impact on client safety at public gatherings.</p> <p>Social Studies: Research and create a report that identifies and explains how technological solutions 1) have changed over the last</p>	Computer, printer, display monitor

			<p>twenty years and 2) how they are used to enhance safety at public gatherings.</p> <p>Science: Choose one type of technological solution designed to enhance public safety at gatherings. Devise and present a timeline of the advancements/changes made from past to present.</p>	
<p>Identify the legal requirements and regulations related to managing events in the sports, recreation, and attractions industry in various scenarios.</p>	<p>Formative: Bell ringer, teacher observation, exit slip</p> <p>Summative: Participation</p>	<p>Scenario Activity: Students are given an event in the sports, recreation, and attractions industry. They must determine what the legal requirements are to execute the event. Share out with the class at the end.</p>	<p>ELA: Students will write a script and act out a scenario of a lawsuit involving a recreational event.</p> <p>Math: Use probability and statistics to analyze the likelihood of certain legal issues arising in different scenarios.</p> <p>Social Studies: Research and create a detailed list of the legal requirements and regulations from the last twenty years related to managing events in the sports, recreation, and attractions industry in various scenarios, especially within the state of Alabama.</p>	<p>Computer, printer, display monitor</p>

Key Vocabulary

venue, design, industry-standard, criteria, safety strategies, risks, participants, audiences, gatherings, safety, technology, business permits, business licenses

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

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

CTSO Connection:

STAR Events; Hospitality, Tourism, and Recreation (HTR); Entrepreneurship: Professional Presentation; Event Management; FCCLA National Programs; Career Connection; Leadership Service in Action; Financial Fitness; Power of One

Certification/Credential Connection:

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Topic 8 Title: Professionalism

Content Standards

26. Develop a personal educational and career path for working in the sports, recreation, and attractions industries.

Unpacked Learning Objectives

Students know:

- A personal educational and career path for the sports, recreation, and attractions industries.

Students are able to:

- Develop a personal educational and career path for working in the sports, recreation, and attractions industry.

Students understand:

- Developing a personal educational and career path for working in the sports, recreation, and attractions industries involves planning.

Driving/Essential Question	How can one develop a comprehensive educational and career path to succeed in the sports, recreation, and attractions industries?
Exemplar High Quality Task	Students will create a detailed career plan outlining their educational goals, necessary certifications, and steps to gain experience and advance in their chosen field within the sports, recreation, and attractions industries, presented in a professional portfolio.

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 personal educational and career path for careers in the sports, recreation and attraction industries.</p>	<p>Formative: Teacher observation, file folder strategy</p> <p>Summative: Career Planning Worksheet</p>	<p>File Folder Reading Strategy: Students will choose a career in the sports, recreation, and attraction industries. Students will be given a file folder and post it notes. Divide the file folder into the information you want students to find out about assigned careers. https://tinyurl.com/ps59u2h6</p> <p>Career Plan Worksheet: Students will use information found from the file folder strategy to complete the Career Plan worksheet on the students assigned career.</p> <p>Small Group Share Out:</p>	<p>ELA: Write an academic plan that a college advisor may give to a student who intends to pursue a career in the sports, recreation and attractions industry. Include basic and advanced courses in the plan.</p> <p>Math: Create a flow chart depicting the career path in sports, recreation, and attraction industries.</p> <p>Social Studies: Research careers in the sports, recreation, and attraction industries over the last twenty years and create a graphic organizer or infographic listing their education and career paths. Questions to</p>	<p>Computer, printer, display monitor</p>

		<p>Students will share the information they found about the chosen career with others in a small group setting.</p>	<p>consider for each may include, How long is the education pathway for...? How much will it cost? What types of certifications or licenses are required for...? Is continuous learning required for recertification?</p> <p>Science: Research certificate programs or 2-4 year colleges with courses leading to careers in sports, recreation, and attraction industries. Download course schedules to create a timeline of provided requirements, and length of completion based on the type of program chosen (i.e., 9 mos, 2 years, 4 years). View the Bureau of Labor and Statistic website, for information on salaries for the desired career path. May 2023 National Occupational Employment and Wage Estimates (bls.gov)</p>	
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Key Vocabulary

personal, educational, career path

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

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

CTSO Connection:

FCCLA STAR Event - Career Investigation, Job Interview; National Programs - Career Connection

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)