



# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.*

<b>Course Title:</b>	<b>Sports and Entertainment Marketing</b>				
<b>Grade Level(s):</b>	<b>10-12</b>				
<b>Duration:</b>	<i>Full Year:</i>	<b>X</b>	<i>Semester:</i>	<i>Marking Period:</i>	
<b>Course Description:</b>	<p><b>The sports and entertainment industries represent one of the fastest growing segments of the U.S. economy. This specialized course will provide students the opportunity to learn advanced concepts of marketing and management in the sports and entertainment industries. The focus will be on the study of marketing as it relates to market research, event management, sponsorship proposals, promotion, strategic planning, endorsement, sports marketing plans, event evaluation, management techniques, promotion plans, and legal and ethical issues. The course will develop critical thinking, decision making and communication skills through real world applications.</b></p> <p><b>Students are encouraged to participate in co-curricular organizations as extended learning experiences.</b></p>				
<b>Grading Procedures:</b>	<ul style="list-style-type: none"> <li>• Supportive Assessments -- 35% (Discussion Boards, Case Studies, Cooperative Activities)</li> <li>• Major Assessments &amp; Activities -- 35% (Tests, Business Plan, Projects)</li> <li>• Minor Assessments &amp; Activities -- 30% (CW, Quizzes)</li> </ul>				
<b>Primary Resources:</b>	<p><b>Current Events</b>  <b>Scholarly Journals &amp; Articles</b>  <b>Sports and Career Consulting Education Resource</b></p>				

## Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21<sup>st</sup> century skills for College and Career Readiness in a global society

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**Under the Direction of:** Jeffrey Snyder

**Written:** Summer 2021

**Revised:** \_\_\_\_\_

**BOE Approval:** \_\_\_\_\_

#### **UNITS OF STUDY**

**Unit 1: What is Sports and Entertainment Marketing**

**Unit 2: Sports & Entertainment Business Principles and Stadium Game Operations**

**Unit 3: Sports & Entertainment Marketing Principles**

**Unit 4: Promotion and Selling**

**Unit 5: The Marketing Plan**

**Unit 6: Branding and Licensing**

**Unit 7: Endorsements and Sponsorship**

**Unit 8: Careers in Sports & Entertainment**

## Unit 1: What is Sports and Entertainment Marketing

### Unit Description:

This unit describes the basic concept of sports and entertainment marketing and highlights the idea that sport is a form of entertainment. Students will be introduced to the fundamental concept of sports and entertainment marketing: the marketing *of* sports and entertainment versus the process of marketing *through* sports and entertainment.

Students will also begin to familiarize themselves with general marketing principles that are integrated within the framework of sports and entertainment business. They will be introduced to the primary marketing functions and event marketing, understanding what industry marketers are trying to achieve. This unit will also provide an introduction to how innovation and advances in technology have changed the sports and entertainment marketplace.

In this unit students gain an understanding of the evolution of sports and entertainment as it relates to business. Identifying industry “pioneers” and important milestones will assist students in the comprehension of how the sports and entertainment industry has become the multi-billion-dollar industry it is today.

### Unit Duration: 4 weeks

## Desired Results

### Standard(s):

	English Language Arts Standards
9.1.12.EG.5	<b>Reading</b>
9.2.12.CAP.6	NJLSA.R1
9.2.12.CAP.21	NJLSA.R2
9.2.12.CAP.22	NJLSA.R3
9.3.12.BM-BIM.3	NJLSA.R7
9.3.12.BM-MGT.2	NJLSA.R8
9.3.12.BM-MGT.3	NJLSA.R9
9.3.HT-REC.9	
9.3.HT-REC.11	<b>Reading Informational Text</b>
9.3.MN.1	RI.11-12.1
9.3.MK.1	RI.11-12.2
9.3.MK.8	RI.11-12.8
9.3.MK.9	RI.11-12.9
9.3.MK.10	
9.4.12.CI.1	<b>Writing</b>
9.4.12.CI.2	NJLSA.W1
9.4.12.CI.3	NJLSA.W2
9.4.12.CT.1	NJLSA.W3
9.3.MK-COM.3	NJLSA.W7
9.4.12.GCA.1	NJLSA.W8
9.4.12.IML.1	NJLSA.W9
9.4.12.TL.1	
9.4.12.TL.3	

### Indicators:

**Students will** apply the seven functions of marketing to sports and entertainment products.

**Students will** differentiate between the marketing of sports and entertainment product or marketing through sports and entertainment with product placement.

**Students will** explain how advances in technology has had a positive impact on the growth of the industry.

**Students will** apply the 5P's and the triangle of event marketing to planning an event for charity.

**Students will** identify contributions from industry leaders that have influenced the growth of the industry.

**Understandings:**

*Students will understand that...*

Marketing is the creation and maintenance of satisfying exchange relationships between customers and businesses.

General marketing principles are integrated within the framework of sports and entertainment business.

How the seven functions of marketing are applied to sports and entertainment marketing activities, understanding what industry marketers are trying to achieve in business growth.

Most products are a complex blend of tangible and intangible parts.

There are time limitations for sports and entertainment products before they become perishable.

How innovation and advances in technology have changed the sports and entertainment marketplace.

The success of an event relies on the 5 P's of event marketing and the 3 key components of the event triangle.

The factors that have contributed to the growth of the sports and entertainment industry over the many years.

The evolution of sports and entertainment as it relates to business.

Identify industry pioneers and important milestones that have contributed to the growth of the industry.

The financial costs of owning media rights has been a major factor in the proliferation of the industry in terms of financial contribution and increased exposure.

Increased media coverage has had a major impact on the growth of the industry.

**Essential Questions:**

What are the two primary types of sports and entertainment marketing?

What role does marketing play for the success of a sports and entertainment business?

What are the core standards of marketing for a popular sports or entertainment event?

How do organizations design, create and plan an effective sports and entertainment event?

What role does corporate support play in event marketing?

How has sports and entertainment evolved as a business throughout the 20th Century?

What factors contributed to the growth of the sports and entertainment industry?

What are some of the different ways you can follow your favorite team or celebrity?

How would you describe the customers of sports and entertainment products?

How has technology influenced the sports and entertainment industry?

What is the future of sports and entertainment industry?

What is the role of the media in funding sports and entertainment businesses?

**Assessment Evidence**

**Performance Tasks:**

Describe the basic concepts of marketing.

Explain the core functions of marketing in the sports and entertainment marketing industry.

Differentiate between marketing through sports and entertainment and the marketing of sports and entertainment.

Explain what is meant by the term "elusive fan" and their influence on the industry.

Describe how both sports and entertainment are both competing for the consumers' discretionary income.

Differentiate between tangible and intangible product attributes.

Explain how some sports and entertainment products are perishable.

Identify factors that contributed to the growth of the sports and entertainment industry.

Develop a timeline of key milestones in the sports and entertainment industry.

Explain the concept of fandom and its importance to the business of sports and entertainment.

Analyze the impact specific individuals had on the evolution of the industry.

Recognize specific milestones relevant to industry growth.

**Other Evidence:**

- Teacher observations
- Informal checks for understanding
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Case Studies
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Explain the importance of media (broadcast) rights.

**Benchmarks:**

**Portfolio**

**Problem-Based Project**

## Learning Plan

**Learning Activities:**

**Sports and Entertainment Marketing (8 days)**

Compare and contrast sports marketing and entertainment marketing.

Apply the 7 functions of marketing to create a graphic representation of the marketing operations of a sports team.

Provide graphic examples that depict the difference between marketing through SEM or the marketing of SEM and the role of product placement.

Create a cross promotion marketing strategy with sports and entertainment products and consumer products.

**Event Marketing (4 days)**

Critique a sporting event identifying the 5P's of event marketing and the event triangle.

Create a sports and entertainment event with corporate sponsorship for charity.

**The History and Evolution of SEM (4 days)**

Research an important event or pioneer that has had a positive impact on the evolution of the industry.

Recommend a change in a selected sport's rules to speed up pace of the game that would appeal to younger demographics.

Research global trends and opportunities in sports and entertainment

Research and chart the growth and overall size of a particular sport in the U.S.

Compare the growth rate between the U.S. and the global community.

Compare sports and entertainment marketing media options today compared to the past evaluate profitability taking into account inflation.

**Resources:**

More Resources can be found in Business Schoology Group

Sports Career Consulting LLC

**Internet:**

Various YouTube and video clips.

30:30 ESPN

Netflix

Real Sports with Bryant Gumbel

Freakonomics March Madness: <https://freakonomics.com/2013/03/21/how-money-is-march-madness-a-new-marketplace-podcast/>

Current Events

Sport Techie: [www.sporttechie.com](http://www.sporttechie.com)

FN: <https://footwearnews.com/>

Business Insider: <https://www.businessinsider.com/most-innovative-sneakers-in-history-expert-nike-adidas-asics-reebok-2019-4>

Sports Business Journal: [www.Sportsbusinessjournal.com](http://www.Sportsbusinessjournal.com)

Post-Game: [www.Postgame.com](http://www.Postgame.com)

Bleacher Report: [www.bleacherreport.com](http://www.bleacherreport.com)

Wharton U Penn: <https://kwhs.wharton.upenn.edu/>

Current Trends

Stats Perform: <https://www.statsperform.com/resource/2020-sport-industry-trends/>

Deloitte: <https://www2.deloitte.com/us/en/pages/technology-media-and-telecommunications/articles/sports-business-trends-disruption.html>

Maverick Group: <https://maverick-group.com/sports-and-entertainment-marketing/>

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s):**

**9.3.MK-MGT.6 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create a sports and entertainment event with corporate sponsorship for charity event that has international appeal, using the industry standards for event planning.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create a sports and entertainment event with corporate sponsorship for charity.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Develop ideas for a charity event lacking interest or appeal.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):**

**9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create a cross promotion marketing strategy with a sports and entertainment product and consumer product that is mutually beneficial for a target market.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create a cross promotion marketing strategy with a sports and entertainment product and consumer product.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Provide an example of cross promotion of sports and entertainment.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Unit Modifications for Special Population Students**

**Advanced Learners**

- Research various types of GDP calculations and controversies associated with them.
- Conduct research to compare, and contrast the basic economic systems through debate, modeling, and/or presentations.
- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Collaborating in groups use technology to research an entrepreneur from the past and one with future potential identifying challenges and successes.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.

*Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work. For example, allowing students to create an event that our co-curricular organization assists for it to come to fruition.*

<p><b>Struggling Learners</b></p>	<ul style="list-style-type: none"> <li>• Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content.</li> <li>• Assist students in getting organized.</li> <li>• Give short directions.</li> <li>• Use drill exercises.</li> <li>• Give prompt cues during student performance.</li> <li>• Let students with poor writing skills use a computer.</li> <li>• Break assignments into small segments and assign only one segment at a time.</li> <li>• Demonstrate skills and have students model them.</li> <li>• Give prompt feedback.</li> <li>• Use continuous assessment to mark students' daily progress.</li> <li>• Prepare materials at varying levels of ability.</li> </ul> <p><i>Example of Modification: Students will be provided examples of special events.</i></p>
<p><b>English Language Learners</b></p>	<ul style="list-style-type: none"> <li>• Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> <li>• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</li> <li>• When possible, use pictures, photos, and charts.</li> <li>• Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>• Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into class discussions.</li> <li>• Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class</li> </ul>
<p>Learners with an IEP</p>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<p><b>Learners with a 504</b></p>	<p>Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</p>



## Interdisciplinary Connections

### Indicators:

#### ELA/Literacy-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

**Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:**

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

**The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:**

### Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

**Skills:**

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

## Unit 2: Sports & Entertainment Business Principles and Stadium Game Operations

### Unit Description:

This unit explores the many segments that make up the industry and gain an understanding of how sports and entertainment organizations generate revenues in an effort to achieve profitability, and the economic impact on the community. This unit discusses the importance of game operations and game entertainment. The fundamental concept of game operations and entertainment is the way “breaks” in an event or game (half-time, time-outs etc.) are perceived by sports marketer as “opportunities”. The game operations process begins before any of the games are played when sports marketers identify the additional entertainment that will be added to the event to keep the audience involved and entertained.

**Unit Duration: 5-6 weeks**

### Desired Results

#### Standard(s):

	English Language Arts Standards
9.1.12.EG.5	<b>Reading</b>
9.2.12.CAP.6	NJLSA.R1
9.2.12.CAP.21	NJLSA.R2
9.2.12.CAP.22	NJLSA.R3
9.3.12.BM-BIM.3	NJLSA.R7
9.3.12.BM-MGT.2	NJLSA.R8
9.3.12.BM-MGT.3	NJLSA.R9
9.3.12.BM-MGT.6	
9.3.MN.1	<b>Reading Informational Text</b>
9.3.MK.1	RI.11-12.1
9.3.MK.3	RI.11-12.2
9.3.MK.4	RI.11-12.8
9.3.MK.7	RI.11-12.9
9.3.MK.8	
9.3.MK.10	<b>Writing</b>
9.3.MK.3	NJLSA.W1
9.3.MK-MGT.1	NJLSA.W2
9.3.MK-MGT.2	NJLSA.W3
9.3.MK-MGT.5	NJLSA.W7
9.3.MK-MGT.6	NJLSA.W8
9.3.MK-MGT.7	NJLSA.W9
9.3.MK-COM.3	
9.4.12.CI.1	
9.4.12.CI.2	
9.4.12.CI.3	
9.4.12.CT.1	
9.4.12.GCA.1	
9.4.12.IML.1	
9.4.12.TL.1	
9.4.12.TL.2	
9.4.12.TL.3	

#### Indicators:

**Students will** explain what is meant by “game attractiveness” and how it influences attendance.

**Students will** identify how sports and entertainment companies generate revenue.

**Students will** understand the role of technology in improving game operations.

<p><b>Understandings:</b>  <i>Students will understand that...</i>  The sports and entertainment industry consists of several different segments.  Revenue streams are vital to the success of an organization in the sports and entertainment industry.  How sports and entertainment organizations generate revenues in an effort to achieve profitability.  Sports and entertainment marketing provide jobs and is important to our economy.  The financial structure of sports and entertainment companies.  Categorize the sports and entertainment industry segments and provide examples of the industry trends.  Recognize industry trends and provide an example of how an organization may track shifts in industry trends.  Game operations are important to a sports organization.  To enhance the fan and spectators experience follow the five elements of game entertainment.</p>	<p><b>Essential Questions:</b></p> <p>What are industry segments?  How does sports and entertainment marketing affect the economy?  How do sports teams generate revenue?  What is the economic impact of hosting a professional sports team or entertainment venue in a particular geographical location?  How does sports event marketing's role and function in business to facilitate economic exchanges with customers?  How did sports and entertainment become a multi-billion-dollar industry?  Why is legal protection essential in the sports &amp; entertainment industry?  How does an athlete or entertainer make money during their career as well as their post-career?  How can an individual purchase a sports franchise?  What are the tools for financial analysis?  How do organizations manage, control and enhance the fan experience?  How do teams determine which concessions items to offer?  What are the game day traditions at WTHS sporting events?</p>
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**Assessment Evidence**

<p><b>Performance Tasks:</b></p> <p>Analyze how the general financial structure of a sports franchise is related to their revenue.  Differentiate between primary products and ancillary products and explain their importance of this revenue streams to SEM.  Evaluate the economic impact of a sports and/or entertainment event to a community.  Describe the concept of the fan/spectator experience  Define the term game operations  Identify five elements of game entertainment  Explain what is meant by "game attractiveness" and how it influences attendance  Explain why game operations are important to a sports organization  Describe the relationship between game operations and other functions of the organization</p>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Informal checks for understanding</li> <li>• Class discussions</li> <li>• Collaboration with others</li> <li>• Group work</li> <li>• Classwork</li> <li>• Case Studies</li> <li>• Teacher-created tests and quizzes</li> <li>• Teacher-created multimedia projects</li> </ul>
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<p><b>Benchmarks:</b></p> <p><b>Portfolio</b></p> <p><b>Problem-Based Project</b></p>
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**Learning Plan**

## Learning Activities:

### Economic Impact (4 days)

Explore the different industry segments that make up sports and entertainment marketing and gain an understanding of how these organizations generate revenues in an effort to achieve profitability.

Compare the net worth of different franchises and make recommendations for improving their revenue stream.

### Trends (5 days)

Research the most innovative sneakers in history.

Create a new shoe design with tech features integrated within the design and explain why consumers will buy the product.

Research the current industry trend the pop-up stores.

### Stadium Ops (12 days)

Research and describe the state-of-the-art features in new stadiums.

Create a new stadium venue or improve an existing stadium focusing technology trends for major upgrades.

Develop game day entertainment for a sports venue.

Case Study

### Business Simulation (3 days)

Manage the operation of a sports franchise stadium.

## Resources:

More Resources can be found in Business Schoology Group

Sports Career Consulting LLC

Knowledge Matters Sports Simulation

### Internet:

Various YouTube and video clips.

30:30 ESPN

Netflix

Real Sports with Bryant Gumbel

Freakonomics March Madness: <https://freakonomics.com/2013/03/21/how-money-is-march-madness-a-new-marketplace-podcast/>

Current Events

Game Day: <https://www.icevonline.com/curriculum/business-marketing-finance-it-media/courses/sports-entertainment-marketing>

Sport Techie: [www.sporttechie.com](http://www.sporttechie.com)

FN: <https://footwearnews.com/>

Business Insider: <https://www.businessinsider.com/most-innovative-sneakers-in-history-expert-nike-adidas-asics-reebok-2019-4>

Sports Business Journal: [www.Sportsbusinessjournal.com](http://www.Sportsbusinessjournal.com)

Post-Game: [www.Postgame.com](http://www.Postgame.com)

Bleacher Report: [www.bleacherreport.com](http://www.bleacherreport.com)

Wharton U Penn: <https://kwhs.wharton.upenn.edu/>

Current Trends

Stats Perform: <https://www.statsperform.com/resource/2020-sport-industry-trends/>

Deloitte: <https://www2.deloitte.com/us/en/pages/technology-media-and-telecommunications/articles/sports-business-trends-disruption.html>

Maverick Group: <https://maverick-group.com/sports-and-entertainment-marketing/>



**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s):**

**9.3.12.BM-MGT.7 Plan, organize and manage an organization/department to achieve business goals.**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Using a sports stimulation manage the stadium operations. Improve an existing stadium focusing on technology trends for major upgrades that will appeal to several target markets that will lead to increase in ticket sales.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Using a sports stimulation manage the stadium operations achieving profitability.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Using a sports stimulation manage the stadium operations</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):**

**9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Create a new sports shoe design with tech features integrated within the design and explain the product mix and explain why a particular target market will buy the product.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Create a new sports shoe design with tech features integrated within the design and explain why consumers will buy the product.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Draws a sports shoe design and explain why consumers will buy the product.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Unit Modifications for Special Population Students**

**Advanced Learners**

- Research various types of GDP calculations and controversies associated with them.
- Conduct research to compare, and contrast the basic economic systems through debate, modeling, and/or presentations.
- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Collaborating in groups use technology to research an entrepreneur from the past and one with future potential identifying challenges and successes.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.

*Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work. For example, allowing students to create a game day experience used in a high school sporting event.*

<p><b>Struggling Learners</b></p>	<ul style="list-style-type: none"> <li>• Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content.</li> <li>• Assist students in getting organized.</li> <li>• Give short directions.</li> <li>• Use drill exercises.</li> <li>• Give prompt cues during student performance.</li> <li>• Let students with poor writing skills use a computer.</li> <li>• Break assignments into small segments and assign only one segment at a time.</li> <li>• Demonstrate skills and have students model them.</li> <li>• Give prompt feedback.</li> <li>• Use continuous assessment to mark students' daily progress.</li> <li>• Prepare materials at varying levels of ability.</li> </ul> <p><i>Example of Modification: Students will be provided examples.</i></p>
<p><b>English Language Learners</b></p>	<ul style="list-style-type: none"> <li>• Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> <li>• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</li> <li>• When possible, use pictures, photos, and charts.</li> <li>• Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>• Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into class discussions.</li> <li>• Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class</li> </ul>
<p>Learners with an IEP</p>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<p><b>Learners with a 504</b></p>	<p>Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</p>



## Interdisciplinary Connections

### Indicators:

#### ELA/Literacy-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

**Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:**

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

**The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:**

### Themes:

Global Awareness

Civic Literacy

Environmental Literacy

## Information, Media, and Technology

### Skills:

Think Creatively  
Work Creatively with Others  
Implement Innovations  
Critical Thinking and Problem Solving  
Communication and Collaboration  
Information, Media and Technology Skills

## Unit 3: Sports & Entertainment Marketing Principles

### Unit Description:

This unit begins to integrate basic marketing principles with the sports and entertainment industry and explores the dichotomy of the term “sports and entertainment marketing” by defining the roots of the phrase. Students will be introduced to the components comprising the marketing mix as well as basic marketing concepts. Students will investigate the importance of target markets, segmentation and positioning strategies. In addition, they will learn the importance of market research and its correlation with advertising.

### Unit Duration: 4-5 weeks

## Desired Results

### Standard(s):

	English Language Arts Standards
9.1.12.EG.5	<b>Reading</b>
9.2.12.CAP.6	NJLSA.R1
9.2.12.CAP.21	NJLSA.R2
9.2.12.CAP.22	NJLSA.R3
9.3.12.BM-BIM.3	NJLSA.R7
9.3.12.BM-MGT.2	NJLSA.R8
9.3.12.BM-MGT.3	NJLSA.R9
9.3.MN.1	
9.3.MK.1	<b>Reading Informational Text</b>
9.3.MK.3	RI.11-12.1
9.3.MK.4	RI.11-12.2
9.3.MK.9	RI.11-12.8
9.3.MK-MGT.1	RI.11-12.9
9.3.MK-MGT.2	
9.3.MK-COM.3	<b>Writing</b>
9.4.12.CI.1	NJLSA.W1
9.4.12.CI.2	NJLSA.W2
9.4.12.CI.3	NJLSA.W3
9.4.12.CT.1	NJLSA.W7
9.4.12.GCA.1	NJLSA.W8
9.4.12.IML.1	NJLSA.W9
9.4.12.TL.1	
9.4.12.TL.2	
9.4.12.TL.3	

### Indicators:

**Students will** apply the marketing concept and marketing mix for a new sports or entertainment product designed for a specific target market.

**Students will** determine the four bases of segmentation for customer profiles and target markets.

**Students will** explain how to utilize and conduct market research that reveals the market segmentation and target market for a new product.

**Understandings:**

*Students will understand that...*

Companies must make the right product, promote it to the right people, and sell it at the right price and right place.

The Sports and Entertainment industry must change marketing strategies to account for changing trends.

Businesses satisfy people's basic needs and their lavish wants.

The marketing concept and target market influences the components of the marketing mix.

Identify the characteristics of each market segmentation.

Through the market segmentation the customer profile is formed.

Market Research is used to inform and improve decisions that are important for a company to be successful.

**Essential Questions:**

How do target markets and market segments help Sports and Entertainment companies develop ways to increase market share?

How are the 4 P's of the marketing mix applied to the sports & entertainment industry?

How does the sports marketing industry identify its target market?

Why is it important to understand the global market?

How does market-information management have a purpose in Sports and Entertainment marketing?

**Assessment Evidence**

**Performance Tasks:**

Explain the marketing concept, the market segmentation, and the target market.

Compare successful and unsuccessful marketing promotion.

Identify the components of the marketing mix

Illustrate the concept of positioning.

Research college conferences media deals conclude why they are different.

Compare two professional sports teams' franchise's financial structure and money making aspects to determine the more profitable organization.

**Other Evidence:**

- Teacher observations
- Informal checks for understanding
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Case Studies
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

**Benchmarks:**

**Portfolio**

**Problem-Based Project**

**Learning Plan**

## Learning Activities:

### Marketing Application (16 days)

Analyze the marketing mix of a professional sport franchise that has been struggling and make recommendations to increase their market share.

Identify the target market and develop the marketing mix for a new sports drink product. Conduct market research to determine the market segments and customer profile.

Identify product placement and creative promotional tie-ins from popular TV or movie highlights.

Suggest 3-4 promotional tie-ins for released movies.

Create a reverse product placement marketing campaign using a favorite sports or entertainment medium as the source.

### Business Simulation (4 days)

Manage the operation of a sports franchise stadium.

## Resources:

More Resources can be found in Business Schoology Group

Sports Career Consulting LLC

Knowledge Matters Sports Simulation

## Internet:

Various YouTube video clips

30:30 ESPN

Netflix

Real Sports with Bryant Gumbel

Shark Tank: Pitch for new sports Fling Golf

Current Events

Sport Techie: [www.sporttechie.com](http://www.sporttechie.com)

FN: <https://footwearnews.com/>

Business Insider: <https://www.businessinsider.com>

Sports Business Journal: [www.Sportsbusinessjournal.com](http://www.Sportsbusinessjournal.com)

Post-Game: [www.Postgame.com](http://www.Postgame.com)

Bleacher Report: [www.bleacherreport.com](http://www.bleacherreport.com)

Wharton U Penn: <https://kwhs.wharton.upenn.edu/>

Current Trends

Deloitte: <https://www2.deloitte.com>

Maverick Group: <https://maverick-group.com/sports-and-entertainment-marketing/>

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s):**

**9.3.MK-RES.2 Design and conduct research activities to facilitate marketing business decisions.**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify the target market and develop the marketing mix for a new sports drink product based on market research results that determine the market segmentations and customer profile.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify the target market and develop the marketing mix for a new sports drink product based on market research but missing market segmentation.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• The target market is not based on market research for the new sports drink product.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):**

**9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create a reverse product placement marketing campaign with a realistic prototype using a favorite sports or entertainment medium as the source.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create a reverse product placement marketing campaign using a favorite sports or entertainment medium as the source.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create product placement to be used in the entertainment field.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>• Research various types of GDP calculations and controversies associated with them.</li> <li>• Conduct research to compare, and contrast the basic economic systems through debate, modeling, and/or presentations.</li> <li>• Provide ample opportunities for creative behavior.</li> <li>• Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>• Collaborating in groups use technology to research an entrepreneur from the past and one with future potential identifying challenges and successes.</li> <li>• Show appreciation for creative efforts.</li> <li>• Respect unusual questions, ideas, and solutions.</li> <li>• Encourage students to test their ideas.</li> <li>• Provide opportunities and give credit for self-initiated learning.</li> <li>• Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>• Allow time for reflection.</li> </ul> <p><i>Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work.</i></p>
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Civic Literacy

Environmental Literacy

## Information, Media, and Technology

### Skills:

Think Creatively  
Work Creatively with Others  
Implement Innovations  
Critical Thinking and Problem Solving  
Communication and Collaboration  
Information, Media and Technology Skills

## Unit 4: Promotion and Sales

### Unit Description:

This unit a basic introduction to sales and emphasizes its importance to sports and entertainment business. A basis for a fundamental understanding of promotion is also explored. Students will be able to identify steps within the sales process, recognize the role of customer service and identify various forms of promotion. Students are encouraged to work through related class activities, particularly role plays or simulation exercises, to gain a clear comprehension of the sales process.

Students will explore the roots of sports and entertainment business by providing an understanding of the ticketing process. Ticketing, as a function of sports and entertainment marketing, has evolved into a complex process and proves to be one of the most important components of the SEM marketing mix. This unit will cover the way tickets are sold and marketed, and the importance this revenue stream has on an organization's financial viability.

### Unit Duration: 5 weeks

## Desired Results

### Standard(s):

	English Language Arts Standards
9.1.12.EG.5	<b>Reading</b>
9.2.12.CAP.6	NJSLSA.R1
9.2.12.CAP.21	NJSLSA.R2
9.2.12.CAP.22	NJSLSA.R3
9.3.12.BM-BIM.3	NJSLSA.R7
9.3.12.BM-MGT.2	NJSLSA.R8
9.3.12.BM-MGT.3	NJSLSA.R9
9.3.12.BM-MGT.6	
9.3.MN.1	<b>Reading Informational Text</b>
9.3.MK.1	RI.11-12.1
9.3.MK.9	RI.11-12.2
9.3.MK-SAL.1	RI.11-12.8
9.3.MK-SAL.2	RI.11-12.9
9.4.12.CI.1	
9.4.12.CI.2	<b>Writing</b>
9.4.12.CI.3	NJSLSA.W1
9.4.12.CT.1	NJSLSA.W2
9.3.MK-MGT.1	NJSLSA.W3
9.3.MK-MGT.2	NJSLSA.W7
9.3.MK-MGT.5	NJSLSA.W8
9.3.MK-MGT.6	NJSLSA.W9
9.3.MK-COM.3	
9.4.12.GCA.1	



9.4.12.IML.1  
9.4.12.TL.1  
9.4.12.TL.2  
9.4.12.TL.3

**Indicators:**

**Students will** develop a promotional strategy for a sports or entertainment product.

**Students will** apply the promotional mix for a sports or entertainment product.

**Students will** identify the roles of advertising, public relations and sales promotion in the sports and entertainment industry.

**Students will** explain personal selling strategies in the sports and entertainment industry.

**Understandings:**

*Students will understand that...*

Sales is a very important activity in sports and entertainment as it is a revenue producing function. Various strategies and methodologies of sales in the industries.

Personal selling entails any person-person communication in which the seller has an opportunity to influence the consumer's buying decisions.

Identify the three personal selling categories: inside sales, outside sales, and box office sales.

Explain the four sales methods and five steps in the sales process.

What factors that influence a fan's decision to purchase tickets.

Identify five ticket sales strategies for different ticket packages

Explain the ticketing process and how it provides profit in the industries.

How has ticketing technology provided innovative alternatives for customers.

Describe the importance of ticket sales to the sports and entertainment industry.

Promotion is the means a company uses to communicate with customers to create awareness and persuade potential customers to purchases.

The promotional mix is the blend of several promotional tools used to create, maintain, and increase the demand for a good, service, or business.

Promotional campaigns must be well planned and organized and target a specific market.

Each element of the promotional campaign should complement one another and be consistent.

Describe components needed to evaluate for an effective promotional plan.

Identify specific forms of advertising and explain why businesses advertise.

**Essential Questions:**

Why do consumers have a negative perception of sales as a profession?

Is there any difference between a salesperson making a pitch or a head coach who needs to recruit a top prospect?

When we communicate our ideas are we performing a selling skill?

What is the most effective way to inform the customers?

What role do you think promotions play in sports and entertainment organization's marketing strategies?

What types of advertising medium is used to entice consumers to attend a sporting or entertainment event?

What types of promotions have you seen implemented by a sports team, and what did you think of the promotion?

Did you or someone you know decide to attend as a result of the promotion or special offer?

Describe the concept of digital marketing and evaluate its popularity.

### Assessment Evidence

#### Performance Tasks:

Define and give examples of sales  
Identify three personal selling categories  
Identify four sales methods  
Name at least five steps in the sales process.  
Differentiate between business-to-business sales and consumer sales.  
Detail why customer service is important  
Recognize some common characteristics of successful sales professionals  
Define promotion.  
Identify the elements of the promotion mix.  
Provide examples of sales promotion activities.  
Describe and offer an example of five forms of promotion  
Understand the importance of ticket sales to the sports and entertainment industry  
Identify factors that influence a fan's decision to purchase tickets  
List at least five ticket sales strategies  
Define ticket package  
Explain the concept of frequency escalator.  
Describe how ticketing technology has provided innovative alternatives for customers

#### Other Evidence:

- Teacher observations
- Informal checks for understanding
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Case Studies
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

#### Benchmarks:

Portfolio

Problem Based Project

### Learning Plan

#### Learning Activities:

##### Promotion (14 days)

Create a graphic organizer identifying parts of the promotional mix.  
Collaborate with others to create a promotional strategy and promotional mix for sports or entertainment product.  
Compare successful and unsuccessful marketing promotions and make recommendations.  
Create a promotion campaign for a new theme night at a stadium or arena, include all elements of the promotional mix.

##### Selling (6 days)

Research a career in sales for both a college and professional team's ticket sales.  
 Create a feature-benefit chart for a sports and entertainment product.  
 Make a mock telemarketing sales presentation selling season tickets to a fan.  
 Research Milwaukee Bucks Group Tickets options and their unique experience packages to determine how create products help increase ticket sales. Create a unique experience for a ticket sales plan for another franchise.  
 Case Study

**Business Simulation (3 days)**

Manage the operation of a sports franchise stadium.

Knowledge Matters Sports Simulation

**Resources:**

More Resources can be found in Business Schoology Group

Sports Career Consulting LLC

**Internet:**

<https://kwhs.wharton.upenn.edu/>

Various YouTube and video clips.

30:30 ESPN

Netflix

Real Sports with Bryant Gumbel

Shark Tank

NCAA Job Openings: <http://ncaamarket.ncaa.org/jobs>

Professional Sports Job Openings: <http://www.teamworkonline.com/>

Disco Demolition Night: <https://www.youtube.com/watch?v=l1CP1751wJA>

Bill Veeck: <https://www.youtube.com/watch?v=kQQv4j2fgao>

Blair Witch project: <https://www.youtube.com/watch?v=wWaMaO8Dgo0>

Current Events

Sport Techie: [www.sporttechie.com](http://www.sporttechie.com)

FN: <https://footwearnews.com/>

Business Insider: <https://www.businessinsider.com>

Sports Business Journal: [www.Sportsbusinessjournal.com](http://www.Sportsbusinessjournal.com)

Post-Game: [www.Postgame.com](http://www.Postgame.com)

Bleacher Report: [www.bleacherreport.com](http://www.bleacherreport.com)

Wharton U Penn: <https://kwhs.wharton.upenn.edu/>

Deloitte: <https://www2.deloitte.com>

Maverick Group: <https://maverick-group.com/sports-and-entertainment-marketing/>

**Unit Learning Goal and Scale**

*(Level 2.0 reflects a minimal level of proficiency)*

**Standard(s):**

**9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.**

4.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Create a print ad, social media, and press releases as part of a promotion campaign for a new theme night at a stadium or arena for a specific target market.</li> </ul>
3.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Create a print ad, social media, and press releases as part of a promotion campaign for a new theme night at a stadium or arena.</li> </ul>

2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create a print ad and press releases as part of a promotion campaign</li> </ul>
1.0	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
0.0	<b>Even with help, no success</b>

<b>Standard(s):</b> <b>9.3.MK-SAL.2 Apply sales techniques to meet client needs and wants.</b>	
4.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Make a mock telemarketing sales presentation selling season tickets to a fan handling customer objections and answering questions.</li> </ul>
3.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Make a mock telemarketing sales presentation selling season tickets to a fan.</li> </ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Write a script for a telemarketing sales presentation selling season tickets to a fan.</li> </ul>
1.0	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
0.0	<b>Even with help, no success</b>

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>• Research various types of GDP calculations and controversies associated with them.</li> <li>• Conduct research to compare, and contrast the basic economic systems through debate, modeling, and/or presentations.</li> <li>• Provide ample opportunities for creative behavior.</li> <li>• Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>• Collaborating in groups use technology to research an entrepreneur from the past and one with future potential identifying challenges and successes.</li> <li>• Show appreciation for creative efforts.</li> <li>• Respect unusual questions, ideas, and solutions.</li> <li>• Encourage students to test their ideas.</li> <li>• Provide opportunities and give credit for self-initiated learning.</li> <li>• Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>• Allow time for reflection.</li> </ul> <p><i>Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work</i></p>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>• Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content.</li> <li>• Assist students in getting organized.</li> <li>• Give short directions.</li> <li>• Use drill exercises.</li> <li>• Give prompt cues during student performance.</li> <li>• Let students with poor writing skills use a computer.</li> <li>• Break assignments into small segments and assign only one segment at a time.</li> <li>• Demonstrate skills and have students model them.</li> <li>• Give prompt feedback.</li> <li>• Use continuous assessment to mark students' daily progress.</li> <li>• Prepare materials at varying levels of ability.</li> </ul> <p><i>Example of Modification: Students will be provided examples of promotional mix and sales plan.</i></p>

<p><b>English Language Learners</b></p>	<ul style="list-style-type: none"> <li>• Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> <li>• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</li> <li>• When possible, use pictures, photos, and charts.</li> <li>• Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>• Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into class discussions.</li> <li>• Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class</li> </ul>
<p>Learners with an IEP</p>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<p><b>Learners with a 504</b></p>	<p>Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</p>

<h2 style="text-align: center; background-color: #1a3d4d; color: white; padding: 5px;">Interdisciplinary Connections</h2>	
<p><b>Indicators:</b> <b>ELA/Literacy-</b></p>	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

**Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:**

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

**The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:**

### Themes:

Global Awareness  
Civic Literacy  
Environmental Literacy  
Information, Media, and Technology

### Skills:

Think Creatively  
Work Creatively with Others  
Implement Innovations  
Critical Thinking and Problem Solving  
Communication and Collaboration  
Information, Media and Technology Skills

## Unit 5: Marketing Plan

### Unit Description:

This unit prepares students with the basic fundamentals required to develop an effective marketing plan. The situation or SWOT analysis is an important tool for any organization in determining key characteristics of their business and is integral to the planning process. Students will also learn the importance of creating a solid mission statement and the role finance plays in the development of the marketing plan.

**Unit Duration: 5-6 weeks**

### Desired Results

#### Standard(s):

	English Language Arts Standards
9.1.12.EG.5	<b>Reading</b>
9.2.12.CAP.6	NJLSA.R1
9.2.12.CAP.21	NJLSA.R2
9.2.12.CAP.22	NJLSA.R3
9.3.12.BM-BIM.3	NJLSA.R7
9.3.12.BM-MGT.2	NJLSA.R8
9.3.12.BM-MGT.3	NJLSA.R9
9.3.MN.1	
9.3.MK.1	<b>Reading Informational Text</b>
9.3.MK.7	RI.11-12.1
9.3.MK.8	RI.11-12.2
9.3.MK.9	RI.11-12.8
9.4.12.CI.1	RI.11-12.9
9.4.12.CI.2	
9.4.12.CI.3	<b>Writing</b>
9.4.12.CT.1	NJLSA.W1
9.3.MK-MGT.1	NJLSA.W2

<p>9.3.MK-MGT.2  9.3.MK-MGT.3  9.3.MK-MGT.4  9.3.MK-MGT.5  9.3.MK-MGT.6  9.3.MK-MGT.7  9.3.MK-COM.3  9.4.12.GCA.1  9.4.12.IML.1  9.4.12.TL.1  9.4.12.TL.2  9.4.12.TL.3</p>	<p>NJLSA.W3  NJLSA.W7  NJLSA.W8  NJLSA.W9</p>
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**Indicators:**

- Students will** identify the key components of the marketing plan.
- Students will** write a mission statement.
- Students will** perform a Situation Analysis.
- Students will** determine which information is important to address within the marketing plan.

**Understandings:**  
*Students will understand that...*  
The marketing plan is an important tool, a written document that provides direction for marketing activities for a specific period of time.  
The marketing plan helps to identify the market and competition which helps access the market share in the industry.  
The different types of competition; direct, indirect, and substitute products.  
Use internal and external research to develop a marketing plan.  
The components of the marketing plan and how to complete each component.  
The mission statement should be shared and supported by employees, and it explains why the organization exists.  
The components of a Situation Analysis is also known as SWOT.

**Essential Questions:**

- What is the marketing plan?
- How would a real business develop a marketing plan?
- How does research and analysis for a marketing plan help business be successful?
- How do sports and entertainment marketers use marketing strategies to entice consumer purchases?
- What are the necessary steps in planning a new product for the sports & entertainment industry?

**Assessment Evidence**

**Performance Tasks:**

- Make recommendations how a company can gain market share in a sports category.
- Write a personal mission statement that reflects their goals and values.
- Perform a personal SWOT analysis for insight in life goals.
- Select sports and entertainment organizations from different industry segments that have different levels of success and perform a SWOT analysis.
- Perform a financial analysis comparing two sports and entertainment organizations and reveal their financial health.

- Other Evidence:**
- Teacher observations
  - Informal checks for understanding
  - Class discussions
  - Collaboration with others
  - Group work
  - Classwork
  - Case Studies
  - Teacher-created tests and quizzes
  - Teacher-created multimedia projects



Identify the components of the marketing plan and complete each component.

Determine the value of an organization by tracking their daily stock prices for publicly traded sports and entertainment companies.

**Benchmarks:**

**Portfolio**

**Problem-based project**

## Learning Plan

**Learning Activities:**

**The Marketing Plan ( 12 days)**

Case Study: Develop an advertising campaign for New Balance to gain market shares in the basketball category. Evaluate Mission Statements used by organizations discuss if they effectively conveys the company message. Create a Mission Statement for a new company. Develop a SWOT analysis for a new company entering a new market. Create a Marketing Plan to improve a sports team marketability such as Major League Soccer or Women's National Basketball Association.

**Business Simulation (12 days)**

Manage the operation of a sports franchise stadium.

**Resources:**

More Resources can be found in Business Schoology Group

Sports Career Consulting LLC  
Knowledge Matters Sports Simulation

**Internet:**

Various YouTube and video clips.  
30:30 ESPN  
Netflix  
Real Sports with Bryant Gumbel  
Shark Tank

**Current Events**

Sport Techie: [www.sporttechie.com](http://www.sporttechie.com)  
FN: <https://footwearnews.com/>  
Business Insider: <https://www.businessinsider.com>  
Sports Business Journal: [www.Sportsbusinessjournal.com](http://www.Sportsbusinessjournal.com)  
Post-Game: [www.Postgame.com](http://www.Postgame.com)  
Bleacher Report: [www.bleacherreport.com](http://www.bleacherreport.com)  
Wharton U Penn: <https://kwhs.wharton.upenn.edu/>  
Deloitte: <https://www2.deloitte.com>  
Maverick Group: <https://maverick-group.com/sports-and-entertainment-marketing/>

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s):**

**9.3.MK-MGT.3 Plan, manage and organize to meet the requirements of the marketing plan.**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create a Marketing Plan with all key components to improve a sports team marketability and make recommendations how to achieve desired results.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create a Marketing Plan to improve a sports team marketability.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify the key components of the marketing plan.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):**

**9.3.MK-MGT.4 Access, evaluate and disseminate information to aid in making marketing management decisions.**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Perform a SWOT analysis for a new company entering a new market, analyze the information and make recommendations for marketing strategies.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Perform a SWOT analysis for a new company entering a new market.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• The components of a Situation Analysis is also known as SWOT.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Unit Modifications for Special Population Students**

**Advanced Learners**

- Research various types of GDP calculations and controversies associated with them.
- Conduct research to compare, and contrast the basic economic systems through debate, modeling, and/or presentations.
- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Collaborating in groups use technology to research an entrepreneur from the past and one with future potential identifying challenges and successes.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self-initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.

*Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work.*

<p><b>Struggling Learners</b></p>	<ul style="list-style-type: none"> <li>• Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content.</li> <li>• Assist students in getting organized.</li> <li>• Give short directions.</li> <li>• Use drill exercises.</li> <li>• Give prompt cues during student performance.</li> <li>• Let students with poor writing skills use a computer.</li> <li>• Break assignments into small segments and assign only one segment at a time.</li> <li>• Demonstrate skills and have students model them.</li> <li>• Give prompt feedback.</li> <li>• Use continuous assessment to mark students' daily progress.</li> <li>• Prepare materials at varying levels of ability.</li> </ul> <p><i>Example of Modification: Students will be provided examples of completed marketing plans and pair them with advanced students.</i></p>
<p><b>English Language Learners</b></p>	<ul style="list-style-type: none"> <li>• Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> <li>• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</li> <li>• When possible, use pictures, photos, and charts.</li> <li>• Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>• Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into class discussions.</li> <li>• Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class</li> </ul>
<p>Learners with an IEP</p>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<p><b>Learners with a 504</b></p>	<p>Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</p>

## Interdisciplinary Connections

### Indicators:

#### ELA/Literacy-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

**Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:**

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**The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:**

### Themes:

Global Awareness

Civic Literacy

Environmental Literacy  
Information, Media, and Technology

**Skills:**

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

## Unit 6: Branding and Licensing

### Unit Description:

This unit addresses the concepts of branding and licensing, two very important principles in the sports and entertainment marketing business. Branding, as a function of marketing, contributes to the overall perception consumers carry with respect to a particular company or its products. Successful branding strategies can be seen all over the sports and entertainment industry, with examples like ESPN, Sports Illustrated, MTV, Gatorade and the New York Yankees. Licensing has become a critical revenue producer for all properties in the sports and entertainment industry and continues to grow at an astounding pace. This unit explores the factors contributing to that growth.

**Unit Duration: 4 weeks**

### Desired Results

#### Standard(s):

	English Language Arts Standards
9.1.12.EG.5	<b>Reading</b>
9.2.12.CAP.6	NJLSA.R1
9.2.12.CAP.21	NJLSA.R2
9.2.12.CAP.22	NJLSA.R3
9.3.12.BM-BIM.3	NJLSA.R7
9.3.12.BM-MGT.2	NJLSA.R8
9.3.12.BM-MGT.3	NJLSA.R9
9.3.MN.1	
9.3.MK.1	<b>Reading Informational Text</b>
9.3.MK.7	RI.11-12.1
9.3.MK.8	RI.11-12.2
9.3.MK.9	RI.11-12.8
9.3.MK.9	RI.11-12.9
9.3.MK-MGT.1	
9.3.MK-MGT.2	<b>Writing</b>
9.3.MK-MGT.4	NJLSA.W1
9.3.MK-MGT.5	NJLSA.W2
9.3.MK-MGT.6	NJLSA.W3
9.3.MK-MGT.7	NJLSA.W7
9.3.MK-COM.3	NJLSA.W8
9.4.12.CI.1	NJLSA.W9
9.4.12.CI.2	
9.4.12.CI.3	
9.4.12.CT.1	
9.4.12.DC.1	
9.4.12.DC.2	
9.4.12.GCA.1	
9.4.12.IML.1	
9.4.12.TL.1	
9.4.12.TL.2	
9.4.12.TL.3	

#### Indicators:

**Students will** identify the symbols used to create branding image.

**Students will** list the steps in the licensing process.

**Students will** rebrand an existing product.

**Understandings:**

*Students will understand that...*

Branding includes a name, design, symbol, or combination of them.

Differentiate between logo, slogans, taglines, trademark, and brand mark.

Organizations need to take steps to protect their intellectual property.

How to form different types of strong branding that provide benefits for the sports and entertainment entity.

Just as companies build a brand so do athletes and celebrities build their personal brand.

Product mix, product extension and product enhancement are important considerations in the stages of the product life cycle.

Licensing is a legal agreement that provides a revenue stream in the form of royalty fees between the licensor and licensee.

The advantages and disadvantages to licensing.

The licensing leads to the creation of merchandise that may be distributed in-house, on-site or online.

**Essential Questions:**

Why are athletes and celebrities used to influence brand loyalty in the industry?

How do athletes and entertainers use the media to promote themselves?

How does branding influence your buying decisions in the sports & entertainment industry?

How does a licensed product increase value?

**Assessment Evidence**

**Performance Tasks:**

Explain the concept of branding, brand equity, and brand extension.

Differentiate between corporate brand, store brand, and product brand.

Describe the characteristics of an effective brand name. Identify how the organizations protect their intellectual property.

Explain product licensing and how licensed goods are merchandised.

Distinguish between licensor and licensee.

Explain the advantages and disadvantages to a licensee.

Describe the four key considerations of on-site merchandising.

**Other Evidence:**

- Teacher observations
- Informal checks for understanding
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Case Studies
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

**Benchmarks:**

**Portfolio**

**Problem Based Project**

**Learning Plan**

## **Learning Activities:**

### **Branding (12 days)**

Demonstrate how popular slogans and taglines provide brand value for the organization.

Develop a brand extension for a limited product line in the sports and entertainment industry.

Create a slogan and design logo for a new sports and entertainment company.

Hypothesize and test if different brand image in the sports and entertainment industry and their financial success is related.

Create a rebrand strategy for an existing sports franchise or entertainment product.

Case Study: Harry Potter

### **Licensing (4 days)**

Write a cease-and-desist letter to an offender of using a sports team's logo and uniforms for their little league teams.

Research the Phillies Phanatic lawsuit, debate the merits from both sides.

## **Resources:**

More Resources can be found in Business Schoology Group

Sports Career Consulting LLC

### **Internet:**

Various YouTube video clips

Postgame.com

30:30 ESPN

Netflix

Real Sports with Bryant Gumbel

Timmilesandco.com: The Do's and Don'ts of Local Super Bowl Ads

Steve Jobs on Branding: <https://www.youtube.com/watch?v=GpPESJRuX4k>

### **Current Events**

Philly Sports Report: [www.Phillysportsreports.com](http://www.Phillysportsreports.com) : The current stage of the "Phillie Phanatic" lawsuit.

Biz Journal: [www.bizjournals.com](http://www.bizjournals.com) :Phantatic creators accuse Philadelphia Phillies of effectively stealing mascot, seek all profits from use.

Sport Techie: [www.sporttechie.com](http://www.sporttechie.com)

FN: <https://footwearnews.com/>

Business Insider: <https://www.businessinsider.com>

Sports Business Journal: [www.Sportsbusinessjournal.com](http://www.Sportsbusinessjournal.com)

Post-Game: [www.Postgame.com](http://www.Postgame.com)

Bleacher Report: [www.bleacherreport.com](http://www.bleacherreport.com)

Wharton U Penn: <https://kwhs.wharton.upenn.edu/>

Deloitte: <https://www2.deloitte.com>

Maverick Group: <https://maverick-group.com/sports-and-entertainment-marketing/>



**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s):**

**9.3.MK-MGT.7 Communicate information about products, services, images and/or ideas.**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create a rebrand strategy with a new logo, slogan, tagline and trademark for an existing sports franchise or entertainment product for a specific target market.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create a rebrand strategy with a new logo, slogan, tagline and trademark for an existing sports franchise or entertainment product.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify a brand based on its logo, slogans, and taglines and explain its brand image.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):**

**9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Research an intellectual property lawsuit, debate the merits from both sides.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Research and report on an intellectual property lawsuit.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify how an organizations protects their intellectual property.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>• Research various types of GDP calculations and controversies associated with them.</li> <li>• Conduct research to compare, and contrast the basic economic systems through debate, modeling, and/or presentations.</li> <li>• Provide ample opportunities for creative behavior.</li> <li>• Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>• Collaborating in groups use technology to research an entrepreneur from the past and one with future potential identifying challenges and successes.</li> <li>• Show appreciation for creative efforts.</li> <li>• Respect unusual questions, ideas, and solutions.</li> <li>• Encourage students to test their ideas.</li> <li>• Provide opportunities and give credit for self-initiated learning.</li> <li>• Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>• Allow time for reflection.</li> </ul> <p><i>Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work.</i></p>
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<p><b>Struggling Learners</b></p>	<ul style="list-style-type: none"> <li>• Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content.</li> <li>• Assist students in getting organized.</li> <li>• Give short directions.</li> <li>• Use drill exercises.</li> <li>• Give prompt cues during student performance.</li> <li>• Let students with poor writing skills use a computer.</li> <li>• Break assignments into small segments and assign only one segment at a time.</li> <li>• Demonstrate skills and have students model them.</li> <li>• Give prompt feedback.</li> <li>• Use continuous assessment to mark students' daily progress.</li> <li>• Prepare materials at varying levels of ability.</li> </ul> <p><i>Example of Modification: Students will be provided examples to model.</i></p>
<p><b>English Language Learners</b></p>	<ul style="list-style-type: none"> <li>• Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> <li>• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</li> <li>• When possible, use pictures, photos, and charts.</li> <li>• Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>• Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into class discussions.</li> <li>• Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class</li> </ul>
<p>Learners with an IEP</p>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<p><b>Learners with a 504</b></p>	<p>Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</p>

## Interdisciplinary Connections

### Indicators:

#### ELA/Literacy-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

**Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:**

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

**The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:**

### Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

**Skills:**

Think Creatively  
 Work Creatively with Others  
 Implement Innovations  
 Critical Thinking and Problem Solving  
 Communication and Collaboration  
 Information, Media and Technology Skills

**Unit 7: Sponsorships and Endorsements****Unit Description:**

This unit explores the concept of sports and entertainment sponsorship and celebrity endorsement. Students will begin to understand the significance of sponsorship and its impact on the financial viability of sports, entertainment and event properties. Students will also gain an understanding of why companies make the decision to engage in sponsorship as a promotional opportunity for their business, as well as the decisions required to ensure their sponsorship program is a sound investment. In addition, this unit provides a glimpse of several concepts important to the sponsorship field, including cause marketing, ambush marketing and a brief background on endorsements.

**Unit Duration: 5 weeks****Desired Results****Standard(s):**

	<b>English Language Arts Standards</b>
9.1.12.EG.5	<b>Reading</b>
9.2.12.CAP.6	NJLSA.R1
9.2.12.CAP.21	NJLSA.R2
9.2.12.CAP.22	NJLSA.R3
9.3.12.BM-BIM.3	NJLSA.R7
9.3.12.BM-MGT.2	NJLSA.R8
9.3.12.BM-MGT.3	NJLSA.R9
9.3.MN.1	
9.3.MK.3	<b>Reading Informational Text</b>
9.3.MK.4	RI.11-12.1
9.3.MK.6	RI.11-12.2
9.3.MK.7	RI.11-12.8
9.3.MK.8	RI.11-12.9
9.3.MK.9	
9.3.MK.10	<b>Writing</b>
9.3.MK-COM.3	NJLSA.W1
9.3.MK-MGT.1	NJLSA.W2
9.3.MK-MGT.2	NJLSA.W3
9.3.MK-MGT.4	NJLSA.W7
9.3.MK-MGT.6	NJLSA.W8
9.3.MK-MGT.7	NJLSA.W9
9.3.MK-COM.5	
9.4.12.CI.1	
9.4.12.CI.2	
9.4.12.CI.3	
9.4.12.CT.1	

<p>9.4.12.DC.1  9.4.12.DC.2  9.4.12.GCA.1  9.4.12.IML.1  9.4.12.TL.1  9.4.12.TL.2  9.4.12.TL.3</p>	
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**Indicators:**

**Students will** develop an endorsement marketing program.  
**Students will** create a sponsorship package for a sports marketing campaign.  
**Students will** formulate a social marketing strategy.

**Understandings:**  
*Students will understand that...*

Sponsorship is a form of marketing in which companies attach their name, brand, or logo to an event for the purpose of achieving future profits. Sponsorship provides costs and benefits to an event. Sponsorship has a significant impact on the financial viability of sports, entertainment and event properties. Companies engage in sponsorship as a promotional opportunity for their business. Identify the different ways a company might implement sponsorship programs. The different factors that have impacted the growth of sponsorship. The popular trend for organizations to demonstrate social responsibility through cause marketing. Why a company would engage in sponsorship. What criteria must be met for a sponsorship to be effective. The concept sponsorship inventory. An endorsement is a partnership between an athlete or entertainer and a company in which the athlete or entertainer receives compensation in return for their support and approval of a company product or service. The appeal of the athlete or entertainer may be based on how articulate is the celebrity, does the performer have recognizable celebrity “status”, and are they popular?

**Essential Questions:**

Why are athletes and celebrities used to influence brand loyalty in the industry?  
What are product endorsements and how are they used?  
Why is it important for an athlete or entertainer to project a positive image?  
How and why are product endorsements utilized in the fields of sports and entertainment?  
What is the relationship between fans, sponsors and events?  
Why are sponsorships beneficial?  
Why would a company pay millions of dollars for the naming rights of a stadium?

**Assessment Evidence**

**Performance Tasks:**

Define and offer examples of sponsorship  
List three ways a company might implement sponsorship programs  
Identify three factors that have impacted the growth

- Other Evidence:**
- Teacher observations
  - Informal checks for understanding
  - Class discussions
  - Collaboration with others
  - Group work

of sponsorship

Define and offer an example of cause marketing

Understand why a company would engage in sponsorship

Explain the benefit of sponsorship to the sponsor.

Explain what criteria must be met for a sponsorship to be effective

Illustrate the concept of ambush marketing

Describe sponsorship inventory

Define endorsement

Discuss how companies choose sports endorsers for their products.

What is the ethical responsibility of a company when hiring an athlete to endorse their product?

Identify celebrities/athletes who currently have endorsement deals. State if they are a positive or negative choice for the product.

Create a new advertisement which has celebrities/athletes endorsing a product of their choice.

- Classwork
- Case Studies
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

**Benchmarks:**

**Portfolio**

**Problem Based Project**

## Learning Plan

**Learning Activities:**

### **Sponsorship ( 12 days)**

Examine a NASCAR sponsorship program, determine the target market. Recommend changes and redesign the car to appeal to a different target market.

Examine the projected future spending and sponsorship trends.

Explain how companies activate their sponsorship at an event.

Identify several sponsors based on market trends and appeal.

Case Study: Ambush Marketing

### **Endorsements ( 4 days)**

Select 10 consumer products then select an athlete or celebrity who would be a good match as someone to effectively promote the brand or product.

Select a consumer product and create a social media campaign with the athlete or celebrity endorsing the product.

Case Study: Wheaties Endorsements

### **Cause Marketing (4 days)**

Create a cause marketing event.

**Resources:**

More Resources can be found in Business Schoology Group

Sports Career Consulting LLC

**Internet:**

Various YouTube video clips

Postgame.com

30:30 ESPN

Netflix

Real Sports with Bryant Gumbel: Shaq Brand and Endorsements

**Current Events**

[www.mediapost.com](http://www.mediapost.com): Top NFL Draft pick Tua Tagovailoa leads Muscle Milk back to TV.

Sport Techie: [www.sporttechie.com](http://www.sporttechie.com)

FN: <https://footwearnews.com/>

Business Insider: <https://www.businessinsider.com>

Sports Business Journal: [www.Sportsbusinessjournal.com](http://www.Sportsbusinessjournal.com)

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Bleacher Report: [www.bleacherreport.com](http://www.bleacherreport.com)

Wharton U Penn: <https://kwhs.wharton.upenn.edu/>

Deloitte: <https://www2.deloitte.com>

Maverick Group: <https://maverick-group.com/sports-and-entertainment-marketing/>

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s):**

**9.3.MK-MGT.4 Access, evaluate and disseminate information to aid in making marketing management decisions.**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Research organization's mission statement and values, customer base, and past acts of social responsibilities to match them with a cause marketing event as the sponsor...</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify and justify an organization as a potential sponsor for their prepared cause marketing event.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Explain why a company would participate in cause marketing and which events would be a good match.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):**

**9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Create a new and create a social media campaign with the athlete or celebrity endorsing the product. which has celebrities/athletes endorsing a product of their choice. Select the celebrity/athlete based on research that the customer profile for the product would be influenced by the endorser.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Create a social media promotion with a celebrities/athletes endorsing a product of their choice.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify celebrities/athletes who currently have endorsement deals if they are a positive or negative choice for the product and make a suggestion for one social media communication.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>Research various types of GDP calculations and controversies associated with them.</li> <li>Conduct research to compare, and contrast the basic economic systems through debate, modeling, and/or presentations.</li> <li>Provide ample opportunities for creative behavior.</li> <li>Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>Collaborating in groups use technology to research an entrepreneur from the past and one with future potential identifying challenges and successes.</li> <li>Show appreciation for creative efforts.</li> <li>Respect unusual questions, ideas, and solutions.</li> <li>Encourage students to test their ideas.</li> <li>Provide opportunities and give credit for self-initiated learning.</li> <li>Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>Allow time for reflection.</li> </ul>
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	<p><i>Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work.</i></p>
<p><b>Struggling Learners</b></p>	<ul style="list-style-type: none"> <li>• Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content.</li> <li>• Assist students in getting organized.</li> <li>• Give short directions.</li> <li>• Use drill exercises.</li> <li>• Give prompt cues during student performance.</li> <li>• Let students with poor writing skills use a computer.</li> <li>• Break assignments into small segments and assign only one segment at a time.</li> <li>• Demonstrate skills and have students model them.</li> <li>• Give prompt feedback.</li> <li>• Use continuous assessment to mark students' daily progress.</li> <li>• Prepare materials at varying levels of ability.</li> </ul> <p><i>Example of Modification: Students will be provided examples of caused marketing and sponsors.</i></p>
<p><b>English Language Learners</b></p>	<ul style="list-style-type: none"> <li>• Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> <li>• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</li> <li>• When possible, use pictures, photos, and charts.</li> <li>• Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>• Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into class discussions.</li> <li>• Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class</li> </ul>
<p>Learners with an IEP</p>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can</p>

	access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.

## Interdisciplinary Connections

### Indicators:

#### ELA/Literacy-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

**Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:**

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

**The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:**

**Themes:**

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

**Skills:**

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

## Unit 8: Careers in Sports & Entertainment

### Unit Description:

This unit focuses on the broad range of career opportunities in the sports and entertainment industry. In this unit the student will learn that it is important to distinguish the difference between potential careers in operations and those careers in business. The incredible growth of the sports and entertainment marketing field provides increased opportunities for business careers within the industry.

### Unit Duration: 2 weeks

## Desired Results

### Standard(s):

	English Language Arts Standards
9.1.12.EG.5	<b>Reading</b>
9.2.12.CAP.4	NJLSA.R1
9.2.12.CAP.5	NJLSA.R2
9.2.12.CAP.6	NJLSA.R3
9.2.12.CAP.7	NJLSA.R7
9.2.12.CAP.8	NJLSA.R8
9.2.12.CAP.13	NJLSA.R9
9.3.12.BM-BIM.3	
9.3.12.BM-MGT.2	<b>Reading Informational Text</b>
9.3.12.BM-MGT.3	RI.11-12.1
9.3.HT-REC.1	RI.11-12.2
9.3.MN.1	RI.11-12.8
9.3.MK.1	RI.11-12.9
9.3.MK.5	
9.3.MK.9	<b>Writing</b>
9.3.MK-COM.3	NJLSA.W1
9.4.12.CI.1	NJLSA.W2
9.4.12.CI.2	NJLSA.W3
9.4.12.CI.3	NJLSA.W7
9.4.12.CT.1	NJLSA.W8
9.4.12.CT.2	NJLSA.W9
9.4.12.CT.3	
9.4.12.GCA.1	
9.4.12.IML.1	
9.4.12.TL.1	
9.4.12.TL.2	
9.4.12.TL.3	

### Indicators:

**Students will** investigate and assess the career opportunities specific to the entertainment industry.

**Students will** practice employment tools including a cover letter, resume, and mock job interview.

### Understandings:

*Students will understand that...*

The sports and entertainment industry consists of careers within several different segments including sports tourism, sporting goods, sports apparel, amateur participation, professional sports, high school and college athletics, outdoor sports, sports

### Essential Questions:

What career opportunities are available in the sports and entertainment industry?

Do you think a potential career in sports and entertainment is attainable?

<p>businesses such as marketing firms, sport sponsorship industry, and sport's governing bodies. Preparation is needed for a career in the sports and entertainment marketing field.</p> <p>Career Development includes creating your own brand, knowledge of industry, networking, volunteering, and internships.</p> <p>Comprehend the skills needed for specific jobs in sports and entertainment marketing.</p> <p>Preparation includes personal skills assessment, matching skills with interests, self-preparation, networking, gaining experience, and internships/volunteer/job experience.</p> <p>Employment tools include cover letter, resume, references, and job interview</p>	<p>What type of degree is needed for a management job in the Sports and Entertainment field?</p> <p>Which colleges offer a degree in sports marketing or entertainment marketing?</p> <p>What types of careers are available in Sports and Entertainment Marketing?</p> <p>What education/experience is necessary in sports and entertainment?</p> <p>What are the important skills needed to pursue a career in sports and entertainment industry?</p>
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**Performance Tasks and Other Evidence**

<p><b>Performance Tasks:</b></p> <p>Identify the four primary career segments available in the sports industry</p> <p>Investigate and assess the career opportunities specific to the entertainment industry.</p> <p>Describe trends and the future of the Sports and Entertainment Marketing job market</p> <p>Investigate post-secondary opportunities in the sports and entertainment industry.</p> <p>Determine the type of classes required for a career in Sports and Entertainment Marketing</p> <p>Explain the skills needed and ways to prepare for a career in SEM.</p> <p>Develop personal interests and activities that support a career in the sports and entertainment industry.</p> <p>Develop a career plan including educational goals and career choice.</p>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Informal checks for understanding</li> <li>• Class discussions</li> <li>• Collaboration with others</li> <li>• Group work</li> <li>• Classwork</li> <li>• Case Studies</li> <li>• Teacher-created tests and quizzes</li> <li>• Teacher-created multimedia projects</li> </ul>
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<p><b>Benchmarks:</b></p> <p><b>Portfolio</b></p>
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**Learning Plan**

<p><b>Learning Activities:</b></p> <p><b>Career Preparation ( 8 days)</b></p> <p>Self-assessments and develop their personal brand.</p> <p>Career research for a selected segment to include skills requirements, experience requirements, duties and responsibilities and growth potential. Research job openings in the chosen field.</p> <p>Write a resume, cover letter.</p> <p>Participate in a mock interview.</p> <p>Case Study</p>
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**Resources:**

More Resources can be found in Business Schoology Group

Sports Career Consulting LLC

**Internet:**

NCAA Job Openings: <http://ncaamarket.ncaa.org/jobs>

Professional Sports Job Openings: <http://www.teamworkonline.com/>

Nike: <http://www.nikebiz.com>

Entertainment Careers: <http://www.entertainmentcareers.net>

Disney: <http://www.corporate.disney.go.com/careers>

Sports Network: [www.Sportsnetworker.com](http://www.Sportsnetworker.com)

Front Office Sports: <https://frontofficesports.com/>

Various YouTube video clips

Postgame.com

30:30 ESPN

Netflix

Real Sports with Bryant Gumbel

**Current Events**

Sport Techie: [www.sporttechie.com](http://www.sporttechie.com)

FN: <https://footwearnews.com/>

Business Insider: <https://www.businessinsider.com>

Sports Business Journal: [www.Sportsbusinessjournal.com](http://www.Sportsbusinessjournal.com)

Post-Game: [www.Postgame.com](http://www.Postgame.com)

Bleacher Report: [www.bleacherreport.com](http://www.bleacherreport.com)

Wharton U Penn: <https://kwhs.wharton.upenn.edu/>

Deloitte: <https://www2.deloitte.com>

Maverick Group: <https://maverick-group.com/sports-and-entertainment-marketing/>

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s):**

**9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.**

<b>4.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Career research for three areas of interest a selected segment to include skills requirements, experience requirements, duties and responsibilities and growth potential. Research job openings in the chosen field and prepare a cover letter and resume.</li> </ul>
<b>3.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Career research for two areas of interest based on self-assessment. Research job openings in the chosen field and prepare a cover letter and resume.</li> </ul>
<b>2.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Career research for one area of interest based on self-assessment.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>Research various types of GDP calculations and controversies associated with them.</li> <li>Conduct research to compare, and contrast the basic economic systems through debate, modeling, and/or presentations.</li> <li>Provide ample opportunities for creative behavior.</li> <li>Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>Collaborating in groups use technology to research an entrepreneur from the past and one with future potential identifying challenges and successes.</li> <li>Show appreciation for creative efforts.</li> <li>Respect unusual questions, ideas, and solutions.</li> <li>Encourage students to test their ideas.</li> <li>Provide opportunities and give credit for self-initiated learning.</li> <li>Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>Allow time for reflection.</li> </ul> <p><i>Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work.</i></p>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content.</li> <li>Assist students in getting organized.</li> <li>Give short directions.</li> <li>Use drill exercises.</li> <li>Give prompt cues during student performance.</li> <li>Let students with poor writing skills use a computer.</li> <li>Break assignments into small segments and assign only one segment at a time.</li> <li>Demonstrate skills and have students model them.</li> <li>Give prompt feedback.</li> <li>Use continuous assessment to mark students' daily progress.</li> <li>Prepare materials at varying levels of ability.</li> </ul> <p><i>Example of Modification: Students will be provided examples of employment tools to follow.</i></p>

<p><b>English Language Learners</b></p>	<ul style="list-style-type: none"> <li>• Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> <li>• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</li> <li>• When possible, use pictures, photos, and charts.</li> <li>• Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>• Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into class discussions.</li> <li>• Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class</li> </ul>
<p>Learners with an IEP</p>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<p><b>Learners with a 504</b></p>	<p>Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</p>

<h2 style="margin: 0;">Interdisciplinary Connections</h2>	
<p><b>Indicators:</b> <b>ELA/Literacy-</b></p>	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>



RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

**Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:**

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

**The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:**

### Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

### Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills