

# **Sports Marketing & Management SYLLABUS**

2015-2016 Academic School-Year

## **1<sup>st</sup> Marking Period**

### **Unit 1 – Management**

Chapter 1: What is Sports and Entertainment Management? (9.4.12.D.1, 9.4.12.D.5, 9.4.12.D.7, 9.4.12.D.11, 9.4.12.D.36, 9.4.12.D.43, 9.4.12.D.45, 9.4.12.D.51, 9.4.12.D.51, 9.4.12.D.52, 9.4.12.D.72)

- 1.1 Management Basics
- 1.2 Sports Management
- 1.3 Entertainment Management

Chapter 2: College and Amateur Sports (9.4.12.D.1, 9.4.12.D.5, 9.4.12.D.7, 9.4.12.D.11, 9.4.12.D.36, 9.4.12.D.43, 9.4.12.D.45, 9.4.12.D.51, 9.4.12.D.51, 9.4.12.D.52, 9.4.12.D.72)

- 2.1 Managing College Athletics
- 2.2 Managing Amateur Sports
- 2.3 Economic Impact

Chapter 3: Professional Sports (9.4.12.D.1, 9.4.12.D.5, 9.4.12.D.7, 9.4.12.D.11, 9.4.12.D.36, 9.4.12.D.43, 9.4.12.D.45, 9.4.12.D.51, 9.4.12.D.51, 9.4.12.D.52, 9.4.12.D.72)

- 3.1 Managing Big League Sports
- 3.2 Organizing A Professional Team
- 3.3 Agents, Managers, and Ethics

### **Unit 2 – Management**

Chapter 4: Sports and Entertainment Management (9.4.12.D.1, 9.4.12.D.5, 9.4.12.D.7, 9.4.12.D.11, 9.4.12.D.36, 9.4.12.D.43, 9.4.12.D.45, 9.4.12.D.51, 9.4.12.D.51, 9.4.12.D.52, 9.4.12.D.72)

- 4.1 Managing Local Events
- 4.2 Managing College Events
- 4.3 Managing Professional Sports
- 4.4 Managing Other Events

Chapter 5: Management Function (9.4.12.D.1, 9.4.12.D.5, 9.4.12.D.7, 9.4.12.D.11, 9.4.12.D.36, 9.4.12.D.43, 9.4.12.D.45, 9.4.12.D.51, 9.4.12.D.51, 9.4.12.D.52, 9.4.12.D.72)

- 5.1 Planning
- 5.2 Organizing
- 5.3 Implementing and Controlling

## 2<sup>nd</sup> Marking Period

### Unit 3 - Management

Chapter 6: Decision Making (9.4.12.D.5, 9.4.12.D.17, 9.4.12.D.34, 9.4.12.D.45, 9.4.12.D.46, 9.4.12.(1).4, 9.4.12.D.(2).3, 9.4.12.D.(3).5)

- 6.1 How Managers Make Decisions
- 6.2 Group Decision Making
- 6.3 Knowledge Management

Chapter 7: Management Strategies (9.4.12.D.5, 9.4.12.D.17, 9.4.12.D.34, 9.4.12.D.45, 9.4.12.D.46, 9.4.12.(1).4, 9.4.12.D.(2).3, 9.4.12.D.(3).5)

- 7.1 The Building Blocks of Strategy
- 7.2 The Process of Strategic Management
- 7.3 Strategic Planning Tools

### Unit 4 – Management

Chapter 9: Leaders in a Changing Environment (9.4.12.D.7, 9.4.12.D.18, 9.4.12.D.38, 9.4.12.D.39, 9.4.12.D.44, 9.4.12.D.45, 9.4.12.D.46, 9.4.12.D.53, 9.4.12.D.69, 9.4.12.D.(1).2, 9.4.12.D.(5).1, 9.4.12.D.(5).2, 9.4.12.D.(5).4, 9.4.12.D.(5).7)

- 9.1 Characteristics of Leaders
- 9.2 How Do Leaders Motivate?
- 9.3 Agents of Change

Chapter 10: Managing Groups and Teams (9.4.12.D.7, 9.4.12.D.18, 9.4.12.D.38, 9.4.12.D.39, 9.4.12.D.44, 9.4.12.D.45, 9.4.12.D.46, 9.4.12.D.53, 9.4.12.D.69, 9.4.12.D.(1).2, 9.4.12.D.(5).1, 9.4.12.D.(5).2, 9.4.12.D.(5).4, 9.4.12.D.(5).7)

- 10.1 Understanding Group Structures
- 10.2 Building Successful Teams
- 10.3 Designing a Team-Based Organization

Chapter 11: Managing Operations (9.4.12.D.7, 9.4.12.D.18, 9.4.12.D.38, 9.4.12.D.39, 9.4.12.D.44, 9.4.12.D.45, 9.4.12.D.46, 9.4.12.D.53, 9.4.12.D.69, 9.4.12.D.(1).2, 9.4.12.D.(5).1, 9.4.12.D.(5).2, 9.4.12.D.(5).4, 9.4.12.D.(5).7)

- 11.1 Operations Management
- 11.2 Control Through Evaluation

## 3<sup>rd</sup> Marking Period

### Unit 1 – Marketing

Chapter 1: What is Sports and Entertainment Marketing? (9.4.12.D.17, 9.4.12.D.23, 9.4.12.D.25, 9.4.12.D.73, 9.4.12.E.16, 9.4.12.E.35)

- 1.1 Marketing Basics
- 1.2 Sports Marketing
- 1.3 Entertainment Marketing

Chapter 3: The Wide World of Sports and Entertainment (9.4.12.D.17, 9.4.12.D.23, 9.4.12.D.25, 9.4.12.D.73, 9.4.12.E.16, 9.4.12.E.35)

- 3.1 Industry Segments
- 3.2 Special Marketing Tools
- 3.3 Destinations: Travel and Tourism
- 3.4 Worldwide Sports and Entertainment Events

Chapter 4: Hit a Home Run with Customers (9.4.12.D.17, 9.4.12.D.23, 9.4.12.D.25, 9.4.12.D.73, 9.4.12.E.16, 9.4.12.E.35)

- 4.1 The Marketing Concept
- 4.2 Discover What People Want
- 4.3 Target Markets
- 4.4 Customer Service

### Unit 2 – Marketing

Chapter 5: Marketing-Information Management (9.4.12.D.17, 9.4.12.D.23, 9.4.12.D.25, 9.4.12.D.73, 9.4.12.N.5, 9.4.12.N.19, 9.4.12.N.20, 9.4.12.N.21, 9.4.12.N.22, 9.4.12.N.25, 9.4.12.N.36, 9.4.12.N.55, 9.4.12.N.(1).4, 9.4.12.N.(1).12, 9.4.12.N.(3).1, 9.4.12.N.(3).3, 9.4.12.N.(5).1, 9.4.12.N.(5).3, 9.4.12.N.(5).6, 9.4.12.N.(5).5, 9.4.12.N.(5).8, 9.4.12.N.(5).9, 9.4.12.N.(5).10)

- 5.1 The Need for Speedy Information
- 5.2 The Marketing Research Process
- 5.3 Managing the Information

Chapter 7: The Product is Sports and Entertainment (9.4.12.D.17, 9.4.12.D.23, 9.4.12.D.25, 9.4.12.D.73, 9.4.12.N.5, 9.4.12.N.19, 9.4.12.N.20, 9.4.12.N.21, 9.4.12.N.22, 9.4.12.N.25, 9.4.12.N.36, 9.4.12.N.55, 9.4.12.N.(1).4, 9.4.12.N.(1).12, 9.4.12.N.(3).1, 9.4.12.N.(3).3, 9.4.12.N.(5).1, 9.4.12.N.(5).3, 9.4.12.N.(5).6, 9.4.12.N.(5).5, 9.4.12.N.(5).8, 9.4.12.N.(5).9, 9.4.12.N.(5).10)

- 7.1 The Product Mix
- 7.2 Recruiting Athletes and Entertainers
- 7.3 Customized Entertainment
- 7.4 Product Marketing Strategies

## 4<sup>th</sup> Marking Period

### Unit 3 – Marketing

Chapter 10: Sports and Entertainment Promotion (9.4.12.D.6, 9.4.12.D.11, 9.4.12.D.23, 9.4.12.D.24, 9.4.12.N.5, 9.4.12.N.8, 9.4.12.N.21, 9.4.12.N.55, 9.4.12.N.56, 9.4.12.N.75, 9.4.12.N.(1).3, 9.4.12.N.(1).4, 9.4.12.N.(1).6, 9.4.12.N.(1).7, 9.4.12.N.(1).10, 9.4.12.N.(5).1, 9.4.12.N.(5).2, 9.4.12.N.(5).3, 9.4.12.N.(5).7, 9.4.12.N.(6).1, 9.4.12.N.(6).2)

10.1 Promoting Sports and Entertainment

10.2 Advertising and Placement

10.3 Publicity and Sales Promotions

Chapter 11: Promotional Planning (9.4.12.D.6, 9.4.12.D.11, 9.4.12.D.23, 9.4.12.D.24, 9.4.12.N.5, 9.4.12.N.8, 9.4.12.N.21, 9.4.12.N.55, 9.4.12.N.56, 9.4.12.N.75, 9.4.12.N.(1).3, 9.4.12.N.(1).4, 9.4.12.N.(1).6, 9.4.12.N.(1).7, 9.4.12.N.(1).10, 9.4.12.N.(5).1, 9.4.12.N.(5).2, 9.4.12.N.(5).3, 9.4.12.N.(5).7, 9.4.12.N.(6).1, 9.4.12.N.(6).2)

11.1 Promotional Plans

11.2 Sponsorships and Endorsements

11.3 Promotional Events

### Unit 4 – Marketing

Chapter 12: Selling Sports and Entertainment (9.4.12.N.1, 9.4.12.N.5, 9.4.12.N.9, 9.4.12.N.19, 9.4.12.N.24, 9.4.12.N.36, 9.4.12.N.41, 9.4.12.N.45, 9.4.12.N.55, 9.4.12.N.59, 9.4.12.N.76, 9.4.12.N.(6).2,)

12.1 The Sales Process

12.2 Ticket Sales

12.3 Group and Corporation Sales

### Course Expectations and Skills

- Students are required to have proficiency in all Sports Marketing and Management topics. Those who do not demonstrate proficiency will be required to seek additional help after school to close their achievement gap in order to be successful in this course.
- Students are required to take notes and maintain those notes in a neat and organized notebook.
- Students are required to participate in both small and large group discussions and activities, as directed.
- Students are required to complete a project each marking period, including those which require the use of technology.

### Resources

Text Book:

*Sports and Entertainment Marketing*, Thomson South-Western, 4th, 2016

*Sports and Entertainment Management*, Thomson South-Western, (2005)

Supplemental Materials:

[www.swlearning.com](http://www.swlearning.com)

<b>Grading Policy</b>	
<i>Category</i>	<i>Percentage</i>
Class Participation	10%
Classwork/Homework	50%
Tests	40%

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

**Course Name: Sports Marketing and Management**

**Course Number:**

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b>  <b>Management</b>  <b>Unit 1</b>  <b>Sports &amp; Entertainment</b>  <b>Management, College, Amateur</b>  <b>and Professional Sports</b></p>	<p><b>Unit Summary:</b>  <p>The purpose of this unit is for the students to understand the basics of sports management. Students will see how to manage sports teams, entertainment, amateur, college and professional teams. Students will also be exposed to the economic impact on a family be it amateur or professional athletes.</p> </p>
<p><b>Grade Level(s): 10-12</b></p>	
<p><b>Essential Question(s):</b></p> <ol style="list-style-type: none"> <li><b>1. What is the management role of the supervisor?</b></li> <li><b>2. What are the four functions of management?</b></li> <li><b>3. Why is Total Quality Management (TQM) so important for managing a successful college sports event?</b></li> <li><b>4. How can camp managers attract more participants to a sports camp?</b></li> <li><b>5. What is tiering?</b></li> <li><b>6. How are standards measured to determine the effectiveness of any organization?</b></li> <li><b>7. Why is it important for sports complexes to have multiple uses?</b></li> </ol>	<p><b>Enduring Understanding(s):</b></p> <ol style="list-style-type: none"> <li><b>1. SWBAT: Define management and its four functions.</b></li> <li><b>2. SWBAT: Discuss the principles of business management.</b></li> <li><b>3. SWBAT: List the steps in the decision-making process.</b></li> <li><b>4. SWBAT: Discuss the management of championship series for college sports.</b></li> <li><b>5. SWBAT: Explain the financial and social impact that professional sports have on host cities.</b></li> <li><b>6. SWBAT: Explain the role of human resources management in community entertainment events.</b></li> <li><b>7. SWBAT: Describe the levels of management, and explain the concept of Total Quality Management (TQM).</b></li> <li><b>8. SWBAT: Explain the management of a successful sports camp.</b></li> <li><b>9. SWBAT: Describe the influence of amateur sports on family spending.</b></li> <li><b>10. SWBAT: Describe ways professional sports teams generate money.</b></li> <li><b>11. SWBAT: Explain how organizations measure the success of the business plan.</b></li> <li><b>12. SWBAT: Discuss the roles of team owners and general managers.</b></li> </ol>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Describe promotional strategies for entertainment events.	1. 9.4.12.D.1, 9.4.12.D.5
2. Identify target markets used to attract consumers to sporting events.	
3. Explain the options of regionalizing and tiering sports.	2. 9.4.12.D.7, 9.4.12.D.11
4. Design a brochure for a USA sports team that advertises the instruction, camps, tournaments and other services.	
5. Design a comparison table to show potential customers what each camp offers.	3. 9.4.12.D.36
6. Define the relationship between the target market and promotional strategies.	
7. Prepare a promotional budget for a local team.	4. 9.4.12.D.43  5. 9.4.12.D.45  6. 9.4.12.D.51, 9.4.12.D.52  7. 9.4.12.D.72

### Inter-Disciplinary Connections:

- Mathematics- Calculation of Target Audiences, Finances for Travel
- Language Arts – Writing & reading
- Geography – Where sporting events are located

### Students will engage with the following text:

Kaser & Brooks. Sports & Entertainment Management, Thomson South-Western 3E, 2005.  
Knowledge Matters, Virtual Business, Sports and Entertainment

### Students will write:

- Students will use writing in the “Warm Up” activities.
- Students will use writing when analyzing case studies.
- Students will use writing to compare various decision making styles and various types of strategies.
- Students will use writing to analyze current events in the sports industry.





### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

**DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

#### **Activities:**

- **Teacher Guided Instruction/demonstration using practice web site**
- **Textbook Exercises**
- **Teacher Generated Assignments**
- **PowerPoint Presentations that coincide with Textbook**
- **Smart Board and Elmo Demonstration**
- **Warm Up Activities**
- **Retrieval of Information from Shared Files**
- **End of Chapter & Unit Assessments**

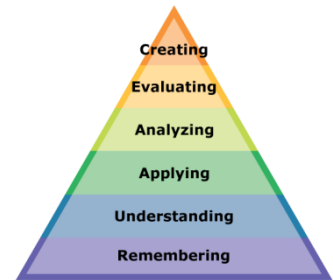
#### **Resources Used:**

- **Sports & Entertainment Marketing Textbook**
- **Bing, Yahoo, & Google**
- **Graphic Organizers**
- **Youtube.com (ESPN Films - 30 for 30 series)**
- **Discovery.com**
- **Documentaries**

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



### Formative Assessments:

#### Textbook Assignments:

- Review Management Concepts (Remembering, Applying)
- Think Critically Questions (Understanding, Applying)
- Make Connections Questions (Analyzing, Applying)
- Case Study (Understanding, Evaluating, Creating)
- Participation in Teacher Directed Instruction (Understanding)
- Flash Cards & Crosswords (Remembering)
- Teacher Created Assignments (Understanding, Evaluating, Creating)

### Accommodations/Modifications:

- Preferential seating near area of instruction.
- Extra time for tests and assignments.
- Provide an overview of the content at the beginning of the lesson.
- Use of visual aids, such as whiteboard, overhead, Smartboard
- Complete sample problems or tasks to show students what they are to do.
- Repeat and clarify directions.
- Modify assignments/tests when appropriate.
- Reinforce positive behaviors for following class rules.
- Print assignment directions from shared files if necessary.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Read directions aloud/ Reread or explain the directions of the test if the student needs it.
- Underline or highlight important words in the directions or test items.
- Group questions so that similar kinds of items are together.
- Block matching questions into small groups of four or five items.
- Give test to students alone or in a small group.
- Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.

### Summative Assessments:

- Unit Assessments
- Chapter Quizzes

### Accommodations/Modifications:

- Preferential seating near area of instruction.
- Extra time on test
- Use of visual aids, such as Lumens(document reader), whiteboard, Smartboard and charts
- Repeat and clarify directions.
- Modify assignments & tests
- Reinforce positive behaviors for following class rules
- Print assignment directions when needed
- Re-testing if warranted by IEP

### Performance Assessments:

- Sports & Entertainment Simulation
- Chapter/Unit Projects
  - Create & present a decision making plan for a sports & entertainment organization
  - Develop a strategy for a case presented in a sports organization
- Real World Applications

### Accommodations/Modifications:

- Provide step-by-step instructions
- Provide a checklists of expectations for self-monitoring
- Alter requirements to make projects more manageable
- Allow students to work with partners
- Select cooperative learning groups to ensure effective work and socialization skills

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b>  <b>Management  Unit 2  Sports Management &amp;  Planning</b></p>	<p><b>Unit Summary:</b>  The purpose of this unit is for students to understand how to manage for local, college, professional and other events. Students will learn how to use the planning process as well as learn the importance of organizing affectively.</p>
<p><b>Grade Level(s):</b>  <b>10-12</b></p>	
<p><b>Essential Question(s):</b></p> <ol style="list-style-type: none"> <li>1. <b>What is the importance of planning?</b></li> <li>2. <b>Why is management necessary for major events?</b></li> <li>3. <b>Why is a budget necessary for a sporting event?</b></li> <li>4. <b>Why do universities host events like the NCAA tournaments?</b></li> <li>5. <b>What are the factors of production?</b></li> <li>6. <b>What challenges do should periods present for entertainment venues?</b></li> <li>7. <b>Why is it important to follow the steps of the planning process to reach a goal or objective?</b></li> <li>8. <b>What are four ways to departmentalize an organization?</b></li> </ol>	<p><b>Enduring Understanding(s)</b></p> <ol style="list-style-type: none"> <li>1. SWBAT: Describe three types of plans necessary for organizing entertainment events.</li> <li>2. SWBAT: Explain the importance of budgets as related to entertainment management.</li> <li>3. SWBAT: Describe the management necessary for major events.</li> <li>4. SWBAT: Describe the factors of production in a market economy.</li> <li>5. SWBAT: Explain the importance of community involvement for professional sports teams.</li> <li>6. SWBAT: Explain the various types of organizational structures.</li> <li>7. SWBAT: Describe the value of special events and their importance during shoulder periods.</li> <li>8. SWBAT: Describe the planning process.</li> <li>9. SWBAT: Explain the factors that affect the structure of an organization.</li> <li>10. SWBAT: List and describe the three steps for efficient control.</li> </ol>

## **PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**

### **DESCRIBE THE LEARNING TARGETS.**

**After each target, identify the NJCCCS or Common Core Standards that are applicable**

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Describe the importance of using a financial, market and strategic plan for organizing events.	1. 9.4.12.D.1, 9.4.12.D.5
2. Explain the process of producing an event using a budget.	2. 9.4.12.D.7, 9.4.12.D.11
3. Describe the process of supply and demand when managing college events.	3. 9.4.12.D.36
4. Identify the four basic resources used to create goods and services.	4. 9.4.12.D.43
5. Describe the importance of professional sports teams to be involved in the community.	5. 9.4.12.D.45
6. Define and explain the organizational structure.	6. 9.4.12.D.51, 9.4.12.D.52
7. Name and describe the implementing functions and how it relates to helping employees achieve company goals.	7. 9.4.12.D.72

### Inter-Disciplinary Connections:

- Mathematics- Calculation of Target Audiences, Finances for Travel
- Language Arts – Writing & reading
- Geography – Where sporting events are located

### Students will engage with the following text:

Kaser & Brooks. Sports & Entertainment Management, Thomson South-Western 3E, 2005.  
Knowledge Matters, Virtual Business, Sports and Entertainment

### Students will write:

- Students will use writing in the “Warm Up” activities.
- Students will use writing when analyzing case studies.
- Students will use writing to compare various decision making styles and various types of strategies.
- Students will use writing to analyze current events in the sports industry.

## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

**DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

### **Activities:**

- **Teacher Guided Instruction/demonstration using practice web site**
- **Textbook Exercises**
- **Teacher Generated Assignments**
- **PowerPoint Presentations that coincide with Textbook**
- **Smart Board and Elmo Demonstration**
- **Warm Up Activities**
- **Retrieval of Information from Shared Files**
- **End of Chapter & Unit Assessments**

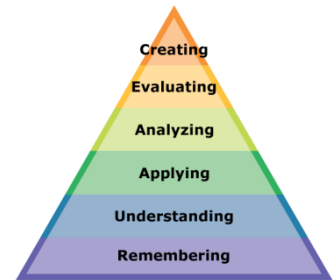
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## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



### Formative Assessments:

#### Textbook Assignments:

- Review Management Concepts (Remembering, Applying)
- Think Critically Questions (Understanding, Applying)
- Make Connections Questions (Analyzing, Applying)
- Case Study (Understanding, Evaluating, Creating)
- Participation in Teacher Directed Instruction (Understanding)
- Flash Cards & Crosswords (Remembering)
- Teacher Created Assignments (Understanding, Evaluating, Creating)

### Accommodations/Modifications:

- Preferential seating near area of instruction.
- Extra time for tests and assignments.
- Provide an overview of the content at the beginning of the lesson.
- Use of visual aids, such as whiteboard, overhead, Smartboard
- Complete sample problems or tasks to show students what they are to do.
- Repeat and clarify directions.
- Modify assignments/tests when appropriate.
- Reinforce positive behaviors for following class rules.
- Print assignment directions from shared files if necessary.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Read directions aloud/ Reread or explain the directions of the test if the student needs it.
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- Give test to students alone or in a small group.
- Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
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- Provide activities for students during free time.

### **Summative Assessments:**

- Unit Assessments
- Chapter Quizzes

### **Accommodations/Modifications:**

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### **Performance Assessments:**

- Sports & Entertainment Simulation
- Chapter/Unit Projects
  - Create & present a decision making plan for a sports & entertainment organization
  - Develop a strategy for a case presented in a sports organization
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### **Accommodations/Modifications:**

- Provide step-by-step instructions
- Provide a checklists of expectations for self-monitoring
- Alter requirements to make projects more manageable
- Allow students to work with partners
- Select cooperative learning groups to ensure effective work and socialization skills



## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<b>Course/Unit Title:</b> Sports Management Unit 3 <b>Decision Making &amp; Strategic Management</b>	<b>Unit Summary:</b>  In this unit students will explore from a management level the connections between decision making and use of strategies with sports organizations' mission. They will recognize various factors and approaches to decision making and strategic management.
<b>Grade Level(s):</b> 10-12	
<b>Essential Question(s):</b>  1. Why is critical thinking important in decision making?  2. How do sports organizations devise, plan for, and optimize decision making?  3. What skills do I need to compete in a work/business environment?  4. How will strategic planning lead to supporting a sports organization's mission?	<b>Enduring Understanding(s)</b>  1. SWBAT: Explain the importance of decision-making and the factors that influence decisions in a business environment.  2. SWBAT: Discuss the steps and processes it takes to successfully manage a business or project in the sports industry.  3. SWBAT: List and describe the means for collecting knowledge and using it to aid in planning efforts and decision making.  4. SWBAT: Describe how sports organizations plan for the future and apply those plans through strategic management.  5. SWBAT: List and describe the three levels of strategy.  6. SWBAT: Discuss the advantages and risks of strategic management in a sports organization.

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Compare the types of decisions made by managers.	1. 9.4.12.D.5, 9.4.12.D.17
2. Assess conditions faced by managers when making a decision.	2. 9.4.12.D.(3).5,
3. Explain the advantages and disadvantages of group decision making.	3. 9.4.12.D.17, 9.4.12.D.45, 9.4.12.D.46
4. Identify techniques for improving group decision making.	4. 9.4.12.D.17, 9.4.12.D.45
5. Describe the concept of knowledge management.	5. 9.4.12.D.(2).3,
6. Create a plan to make decisions for a sports organization organizing a sporting event of your choice.	6. 9.4.12.D.34, 9.4.12.D.(2).3,
7. Name and describe the three levels of strategy.	7. 9.4.12.D.(1).4
8. Identify and discuss the advantages and risks of strategic management.	8. 9.4.12.D.5
9. Identify the steps in strategic management.	9. 9.4.12.D.(1).4; 9.4.12.D.(2).3
10. Develop a company strategy for a sports organization using the strategic management process.	10. 9.4.12.D.(3).5
11. Research strategic management tools available to managers.	11. 9.4.12.D.(3).5
12. 12. Devise a plan for sports and entertainment managers to achieve strategic fit.	12. 9.4.12.D.34, 9.4.12.D.(3).5

**Inter-Disciplinary Connections:**

- Mathematics- Calculation of Target Audiences, Finances for Travel
- Language Arts – Writing & reading
- Geography – Where sporting events are located

**Students will engage with the following text:**

Kaser & Brooks. Sports & Entertainment Management, Thomson South-Western 3E, 2005.  
Knowledge Matters, Virtual Business, Sports and Entertainment

**Students will write:**

- Students will use writing in the “Warm Up” activities.
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### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

**DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

#### **Activities:**

- **Teacher Guided Instruction/demonstration using practice web site**
- **Textbook Exercises**
- **Teacher Generated Assignments**
- **PowerPoint Presentations that coincide with Textbook**
- **Smart Board and Elmo Demonstration**
- **Warm Up Activities**
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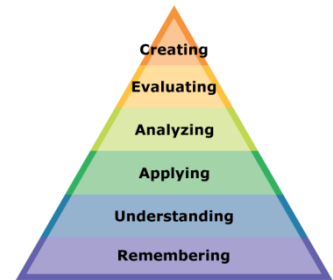
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## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



### Formative Assessments:

#### Textbook Assignments:

- Review Management Concepts (Remembering, Applying)
- Think Critically Questions (Understanding, Applying)
- Make Connections Questions (Analyzing, Applying)
- Case Study (Understanding, Evaluating, Creating)
- Participation in Teacher Directed Instruction (Understanding)
- Flash Cards & Crosswords (Remembering)
- Teacher Created Assignments (Understanding, Evaluating, Creating)

### Accommodations/Modifications:

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- Extra time for tests and assignments.
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- Provide activities for students during free time.

### Summative Assessments:

- Unit Assessments
- Chapter Quizzes

### Accommodations/Modifications:

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### Performance Assessments:

- Sports & Entertainment Simulation
- Chapter/Unit Projects
  - Create & present a decision making plan for a sports & entertainment organization
  - Develop a strategy for a case presented in a sports organization
- Real World Applications

### Accommodations/Modifications:

- Provide step-by-step instructions
- Provide a checklists of expectations for self-monitoring
- Alter requirements to make projects more manageable
- Allow students to work with partners
- Select cooperative learning groups to ensure effective work and socialization skills

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b>  <b>Sports Management</b>  <b>Unit 4</b>  <b>Leadership, Teamwork, &amp; Operations</b></p> <p><b>Grade Level(s):</b>  <b>10-12</b></p>	<p><b>Unit Summary:</b></p> <p>Students will discover how businesses design organizations, organize human resources, motivate and lead in a continuously changing industry. They will be introduced to the concept of leadership and how strong leadership skills are crucial to any effective manager. Students will expand on this knowledge and apply it to building effective teams within an organization.</p>
<p><b>Essential Question(s):</b></p> <ol style="list-style-type: none"> <li>1. What are the various identifiable leadership styles and traits and how do they affect business leadership?</li> <li>2. What are effective ways to manage change within a sports organization?</li> <li>3. What are the best ways to create, manage, and participate in teams?</li> </ol>	<p><b>Enduring Understanding(s):</b></p> <ol style="list-style-type: none"> <li>1. SWBAT: Explain the leadership qualities that inspire employee motivation.</li> <li>2. SWBAT: List the characteristics of effective leaders.</li> <li>3. SWBAT: Discuss the various types of leadership.</li> <li>4. SWBAT: Describe the kinds of changes that businesses face today.</li> <li>5. SWBAT: Discuss how and why businesses organize.</li> <li>6. SWBAT: Discuss the different kinds of groups that are formed on the job.</li> <li>7. SWBAT: List the factors that influence effective teams/groups within an organization.</li> <li>8. SWBAT: Describe the process of effective teambuilding within an organization.</li> </ol>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Identify characteristics and traits of good leaders.	1. 9.4.12.D.53
2. Analyze ways that managers influence employees.	2. 9.4.12.D.7, 9.4.12.D.39, 9.4.12.D.44, 9.4.12.D.45, 9.4.12.D.46
3. Compare four leadership styles.	3. 9.4.12.D.(5).7
4. Devise strategies that leaders can use to motivate employees.	4. 9.4.12.D.(5).7
5. Explain why people resist change.	5. 9.4.12.D.18
6. Discuss the steps in an effective change process.	6. 9.4.12.D.18,
7. Explain the two basic structures of groups.	7. 9.4.12.D.45
8. Describe factors that influence group behavior.	8. 9.4.12.D.44,
9. Describe the different types of teams used by an organization.	9. 9.4.12.D.69
10. Explain how a manager can build a successful team.	10. 9.4.12.D.38, 9.4.12.D.39, 9.4.12.D.45, 9.4.12.D.69
11. Create a presentation on organizing human resources for planning a sporting event of choice.	11. 9.4.12.D.(1).2, 9.4.12.D.(5).1, 9.4.12.D.(5).2, 9.4.12.D.(5).4



**Inter-Disciplinary Connections:**

- Mathematics- Calculation of Target Audiences, Finances for Travel
- Language Arts – Writing & reading
- Geography – Where sporting events are located

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### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

**DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

#### **Activities:**

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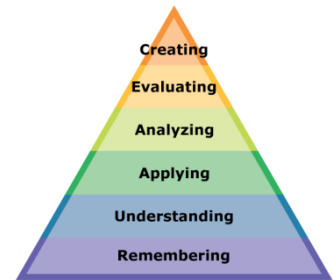
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## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



### Formative Assessments:

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### **Summative Assessments:**

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## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<b>Course/Unit Title:</b> Sports Marketing Unit 1 Sports Marketing Basics	<b>Unit Summary:</b>  Students will understand the marketing mix, concepts, and target audience.
<b>Grade Level(s):</b> 10-12	
<b>Essential Question(s):</b>  1. How are the 4 P's of the marketing mix applied to the sports industry?  2. How does the sports marketing industry identify its target market?  3. How does industry segments and destinations play a role in sports marketing?	<b>Enduring Understanding(s):</b>  1. SWBAT: define the 6 core standards of marketing.  2. SWBAT: explain the value of sports marketing to the economy.  3. SWBAT: explain the role of travel and tourism in sports.  4. SWBAT: analyze the central focus of the marketing concept.  5. SWBAT: list and describe means of collecting marketing information for use in decision making.  6. SWBAT: define target market and market segment.

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Identify the six core standards of marketing by defining each one.	1. 9.4.12.D.17,9.4.12.D.23, 9.4.12.D.73, 9.4.12.E.16, 9.4.12.E.35
2. Create a promotional event at a sporting event of your choice.	
3. Prepare a travel package to Cooperstown, NY.	2. 9.4.12.D.17, 9.4.12.D.23, 9.4.12.D.25,9.4.12.D.73, 9.4.12.E.16
4. Explain how tourism has an economic impact on the city.	
5. Describe the marketing concept and how it can be applied to the sports industry.	3. 9.4.12.D.17, 9.4.12.D.23, 9.4.12.D.25,9.4.12.D.73, 9.4.12.E.16
6. Evaluate consumer spending habits and explain the impact to the sports industry.	4. 9.4.12.D.17, 9.4.12.D.23, 9.4.12.D.73, 9.4.12.E.16, 9.4.12.E.35
7. Identify target markets for different sporting events.	
8. Create a presentation on a target marketing for a sport. Explain how the audience would be reached.	5. 9.4.12.D.17, 9.4.12.D.23, 9.4.12.D.73, 9.4.12.E.16, 9.4.12.E.35
	6. 9.4.12.D.17,9.4.12.D.23, 9.4.12.D.73, 9.4.12.E.16, 9.4.12.E.35
	7. 9.4.12.D.16,9.4.12.D.17, 9.4.12.D.23,9.4.12.D.73, 9.4.12.E.16
	8. 9.4.12.D.16,9.4.12.D.17, 9.4.12.D.23,9.4.12.D.25, 9.4.12.D.73, 9.4.12.E.16

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- Language Arts – Writing & reading
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**DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

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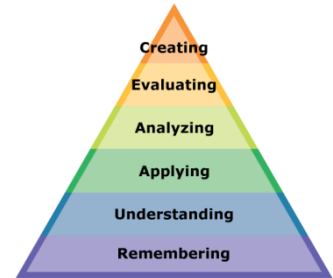
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## PART IV: EVIDENCE OF LEARNING

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## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<b>Course/Unit Title:</b> <b>Sports Marketing</b> <b>Unit 2</b> Product Mix <b>Grade Level(s):</b> <b>10-12</b>	<b>Unit Summary:</b>  Students will understand the marketing research process and the product mix.
<b>Essential Question(s):</b>  1. What are the necessary steps in planning a new product for the sports industry?  2. How do sports marketers use marketing strategies to entice consumer purchase?  3. Why is it important to research your market before making marketing decisions?	<b>Enduring Understanding(s):</b>  1. SWBAT: Explain the purpose of marketing information management.  2. SWBAT: Discuss the human factors in marketing research.  3. SWBAT: Discuss the concept of data-driven decisions.  4. SWBAT: List and describe the components of the product mix.  5. SWBAT: Explain the high cost of sporting events.  6. SWBAT: List and describe the stages of the product life cycle.

**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**

**DESCRIBE THE LEARNING TARGETS.**

**After each target, identify the NJCCCS or Common Core Standards that are applicable**

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Explain how market research is used to improve product sales.	1. 1. 9.4.12.D.17, 9.4.12.N.(3).1, 9.4.12.N.(3).3,
2. Name the steps in the marketing research process.	
3. Create a marketing research portfolio based on a sports product/event at school.	2. 9.4.12.D.23, 9.4.12.D.25, 9.4.12.N.(3).1, 9.4.12.N.(3).3
4. Examine marketing data collected from individuals and summarize your finding.	
5. Summarize the product mix.	
6. Analyze how branding affects customer opinions on products.	3. 9.4.12.D.73, 9.4.12.N.19, 9.4.12.N.22, 9.4.12.N.55
7. Design a product life cycle for a new product being introduced.	
8. Research the target audience for a new sports team. Explain how that audience will be reached.	4. 9.4.12.N.5, 9.4.12.N.20, 9.4.12.N.25, 9.4.12.N.36
	5. 9.4.12.D.17, 9.4.12.N.(1).4, 9.4.12.N.(1).12, 9.4.12.N.(5).1, 9.4.12.N.(5).3, 9.4.12.N.(5).6, 9.4.12.N.(5).10,
	6. 9.4.12.D.23, 9.4.12.D.25, 9.4.12.N.(5).5, 9.4.12.N.(5).8, 9.4.12.N.(5).9
	7. 9.4.12.D.73
	8. 9.4.12.N.21

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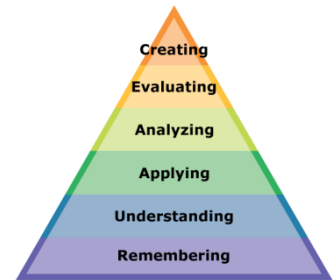
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- Reinforce positive behaviors for following class rules
- Print assignment directions when needed
- Re-testing if warranted by IEP

### Performance Assessments:

- Sports & Entertainment Simulation
- Chapter/Unit Projects
  - Create & present a decision making plan for a sports & entertainment organization
  - Develop a strategy for a case presented in a sports organization
- Real World Applications

### Accommodations/Modifications:

- Provide step-by-step instructions
- Provide a checklists of expectations for self-monitoring
- Alter requirements to make projects more manageable
- Allow students to work with partners
- Select cooperative learning groups to ensure effective work and socialization skills



## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<b>Course/Unit Title:</b> Sports Marketing Unit 3 Promotion & Advertising	<b>Unit Summary:</b>  Students will understand the promotion and advertising of the sports industry.
<b>Grade Level(s):</b> 10-12	
<b>Essential Question(s):</b>  1. Why are athletes used to influence brand loyalty in the industry?  2. How does branding influence your buying decisions in the sports industry?  3. How and why are product endorsements utilized in the field of sports?	<b>Enduring Understanding(s):</b>  1. SWBAT: List and define four elements of promotion.  2. SWBAT: Describe the use of the product placement.  3. SWBAT: Describe various types of sales promotion.  4. SWBAT: Discuss recent promotional trends and ways to stay current with them.  5. SWBAT: Explain the benefits of sponsorships to the sponsor.  6. SWBAT: Explain the promotional value of involvement in seasonal themed events.

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Research current advertising trends in the industry.	1. 9.4.12.N.5, 9.4.12.N.(1).3, 9.4.12.N.(1).4, 9.4.12.N.(1).6
2. Assess different media approaches in the sports industry.	2. 9.4.12.D.6, 9.4.12.N.(1).7, 9.4.12.N.(1).10
3. Develop a promotional strategy with in the sports industry.	3. 9.4.12.D.11, 9.4.12.N.(6).1, 9.4.12.N.(6).2
4. Research the product endorsements of famous athletes and present the findings.	4. 9.4.12.D.23, 9.4.12.D.24, 9.4.12.N.(5).1, 9.4.12.N.(5).2, 9.4.12.N.(5).3, 9.4.12.N.(5).7
5. Compare the positives and negative images of current athletes.	5. 9.4.12.N.8
6. Create an advertising campaign for a major sporting event; Super Bowl, World Cup, etc.	6. 9.4.12.N.21, 9.4.12.N.(6).1, 9.4.12.N.(6).2
7. Select a TV media schedule for advertising to be showed based on your event and target market.	7. 9.4.12.N.(6).1, 9.4.12.N.(6).2
8. Develop a promotional event for a sports related charity.	8. 9.4.12.N.55, 9.4.12.N.56, 9.4.12.N.75

**Inter-Disciplinary Connections:**

- Mathematics- Calculation of Target Audiences, Finances for Travel
- Language Arts – Writing & reading
- Geography – Where sporting events are located

**Students will engage with the following text:**

Kaser & Brooks. Sports & Entertainment Management, Thomson South-Western 3E, 2005.  
Knowledge Matters, Virtual Business, Sports and Entertainment

**Students will write:**

- Students will use writing in the “Warm Up” activities.
- Students will use writing when analyzing case studies.
- Students will use writing to compare various decision making styles and various types of strategies.
- Students will use writing to analyze current events in the sports industry.

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

**DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

#### **Activities:**

- **Teacher Guided Instruction/demonstration using practice web site**
- **Textbook Exercises**
- **Teacher Generated Assignments**
- **PowerPoint Presentations that coincide with Textbook**
- **Smart Board and Elmo Demonstration**
- **Warm Up Activities**
- **Retrieval of Information from Shared Files**
- **End of Chapter & Unit Assessments**

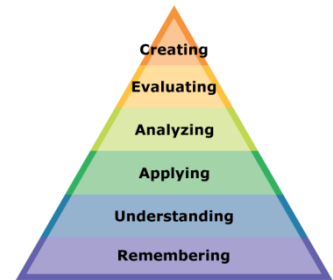
#### **Resources Used:**

- **Sports & Entertainment Marketing Textbook**
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- **Documentaries**

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



### Formative Assessments:

#### Textbook Assignments:

- Review Management Concepts (Remembering, Applying)
- Think Critically Questions (Understanding, Applying)
- Make Connections Questions (Analyzing, Applying)
- Case Study (Understanding, Evaluating, Creating)
- Participation in Teacher Directed Instruction (Understanding)
- Flash Cards & Crosswords (Remembering)
- Teacher Created Assignments (Understanding, Evaluating, Creating)

### Accommodations/Modifications:

- Preferential seating near area of instruction.
- Extra time for tests and assignments.
- Provide an overview of the content at the beginning of the lesson.
- Use of visual aids, such as whiteboard, overhead, Smartboard
- Complete sample problems or tasks to show students what they are to do.
- Repeat and clarify directions.
- Modify assignments/tests when appropriate.
- Reinforce positive behaviors for following class rules.
- Print assignment directions from shared files if necessary.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Read directions aloud/ Reread or explain the directions of the test if the student needs it.
- Underline or highlight important words in the directions or test items.
- Group questions so that similar kinds of items are together.
- Block matching questions into small groups of four or five items.
- Give test to students alone or in a small group.
- Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.

### **Summative Assessments:**

- Unit Assessments
- Chapter Quizzes

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- Preferential seating near area of instruction.
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## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b>  <b>Sports Marketing</b>  <b>Unit 4</b>  <b>Selling Sports &amp; Entertainment</b></p> <p><b>Grade Level(s):</b>  <b>10-12</b></p>	<p><b>Unit Summary:</b></p> <p>The purpose of this unit is to complete and explain the purpose of the sales process, ticket brokers and encouragement of group and corporate sales. This unit will help students understand the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions.</p>
<p><b>Essential Question(s):</b></p> <ol style="list-style-type: none"> <li>1. What are the steps of the sales process?</li> <li>2. When can personal selling be used effectively?</li> <li>3. What is the ticket scalping?</li> <li>4. Why do corporations purchase rights to use suites at major stadiums?</li> <li>5. How do corporations outside of the sports and entertainment industries use sports and entertainment events for business purposes?</li> <li>6. How will group packages fill entertainment venues?</li> <li>7. How has the internet changed the way that tickets are sold for sports and entertainment events?</li> <li>8. What are three things that successful salespeople must understand?</li> </ol>	<p><b>Enduring Understanding(s):</b></p> <ol style="list-style-type: none"> <li>1. SWBAT: List the steps involved in the sales process.</li> <li>2. SWBAT: Discuss the management skills and knowledge necessary for successful sales-people.</li> <li>3. SWBAT: Explain the difference between ticket brokers and ticket scalpers.</li> <li>4. SWBAT: Describe the ticket economy and strategies for getting highly sought tickets.</li> <li>5. SWBAT: Explain sales strategies for attracting groups to sports and entertainment venues.</li> <li>6. SWBAT: Describe how corporations use sports and entertainment to motivate employees and impress clients.</li> </ol>

**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**

**DESCRIBE THE LEARNING TARGETS.**

**After each target, identify the NJCCCS or Common Core Standards that are applicable**

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Identify the six steps of the sales process by defining each one.	1. 9.4.12.N.1, 9.4.12.N.5
2. Create an advertisement and promotional incentives to increase attendance at a high school sporting event.	2. 9.4.12.N.9, 9.4.12.N.19
3. Prepare a travel package for a youth organizations for sports and entertainment events.	3. 9.4.12.N.(6).2
4. Explain why personal selling is necessary when selling expensive items.	4. 9.4.12.N.24
5. Describe the use of technology and its effectiveness in promoting ticket sales and attendance to big events.	5. 9.4.12.N.36, 9.4.12.N.41, 9.4.12.N.45
6. Evaluate consumer spending habits and explain how the internet has changed the way tickets are sold for sports and entertainment events.	6. 9.4.12.N.55
	7. 9.4.12.N.59
	8. 9.4.12.N.76



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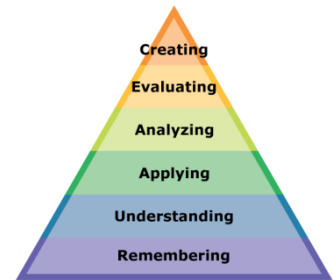
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