

Black Horse Pike Regional School District  
580 Erial Road, Blackwood, NJ 08012

## COURSE OF STUDY

# **Sports and Entertainment Marketing**

Business Department

Written by:  
**Lisa Steele & Alicia Truman-Dugan**

Date: Aug 2021

Supervisor: Steve Arena

Approved by:  
Matt Szuchy, Director of Curriculum & Instruction

# **Black Horse Pike Regional School District**

## **Sports and Entertainment Marketing**

*Credits: 2.5 Semester Course*

Supervisor: Stephen Arena

Curriculum Writers: Lisa Steele and Alicia Truman-Dugan

Sports and Entertainment Marketing will build upon the essentials and basic principles of the Marketing course by concentrating on a multi-billion dollar industry. The course is project-based and focuses on real-life business examples and perspectives. Students will examine the industry's economic impacts, licensing agreements, merchandising, branding, and promotion.

### **Unit 1: Fundamentals of Sports and Entertainment Marketing**

This unit introduces basic marketing concepts and defines and explores the value of sports and entertainment marketing. It defines sports marketing and entertainment and explains the value of both to the economy. The effects of advances in entertainment technology on entertainment marketing will be explored. Students will define profit, explain the profit motive, and describe types of economic utility. Lastly, students will explore the broad scope of sports and entertainment as a worldwide industry with many segments.

### **Unit 2: Product and Service Management**

This unit focuses on sports and entertainment as a product and provides a deeper understanding of its channel management. It defines the product mix and describes product enhancements and extensions. Students will discuss the bottom line for sports and explain the high cost of sports and entertainment events. The unit describes the stages of the product life cycle and explains how products are positioned in the marketplace for sports and entertainment. Students will explain channel management, global distribution channels, and legal and ethical considerations in channel management. Students will describe the use of channel management and compare physical distribution to the use of social media and other technology. Students will be able to discuss channel management strategies for entertainment and the management of costs related to channel management. This unit explains distribution strategies of amateur, collegiate, and professional sports.

### **Unit 3: Promotion of Sports and Entertainment Marketing**

This unit begins with an in-depth look at promotion. Students will discover various promotional strategies and articulate the goals of promotion for sports and entertainment products. Students will also examine the various elements related to advertising and sales. Topics such as sales strategies, career skills for successful sales people, and the sales process will be

discovered. Furthermore there will be discussion on promotional planning, the event triangle, publicity, sponsorships, and the value of involvement at award shows.

#### **Unit 4: Marketing Plan**

This unit introduces students to an in-depth look at incorporating the core marketing standards into a detailed marketing plan. The unit explains the importance of marketing planning and describes the information needed to begin. The unit describes marketing objectives and strategies, explains how a sports property can be used as a part of marketing strategy, and discusses entertainment marketing strategies. It discusses the importance of having a marketing position and describes the components of a marketing plan.

#### **Unit 5: Career Outlook in the Industry**

This unit discusses specific laws and legal issues that affect sports and entertainment businesses. The unit describes a wide range of careers available in sports and entertainment marketing and explains the skills and preparation needed. It lists and describes three national student professional organizations and explains the benefits of involvement in student professional organizations.

#### **Resources**

Sports & Entertainment Marketing, Kaser & Oelkers, South-Western Cengage Learning 5E, 2022.

#### **Grading Policy**

- 40% Classwork/Homework
- 40% Major Assessments
- 10% Minor Assessments
- 10% Class Participation

#### **Late Work Submission Policy**

Daily Work: A pupil who has been absent from school will be given an opportunity to make up assignments, provided the assignments are completed during a period equal to the length of his/her absence. That period may be extended for the completion of long term/Minor/Major assignments at the discretion of the teacher (on an individual basis and specific to the reason for absence when clearly communicated with the teacher).

#### **When Due Dates are Posted for Assignments:**

There will be a 10% reduction for every day late after the posted due date in Genesis

# Black Horse Pike Regional School District Curriculum Template

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

**Course Name: Sports and Entertainment Marketing**

**Course Number: 063300**

## PART I: UNIT RATIONALE

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

<p><b>Course/Unit Title:</b> <b>Unit 1: Fundamentals of Sports and Entertainment Marketing</b></p> <p><b>Chapters:</b></p> <ul style="list-style-type: none"> <li>● 1.2</li> <li>● 1.3</li> <li>● 3.1</li> <li>● 4</li> </ul>	<p><b>Unit Summary:</b></p> <p>This unit introduces basic marketing concepts and defines and explores the value of sports and entertainment marketing. It defines sports marketing and entertainment and explains the value of both to the economy. The effects of advances in entertainment technology on entertainment marketing will be explored. Students will define profit, explain the profit motive, and describe types of economic utility. Lastly, students will explore the broad scope of sports and entertainment as a worldwide industry with many segments.</p>
<p><b>Grade Level(s):</b> <b>11 - 12</b></p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>- <b>How is the economy affected by sports marketing?</b></li> <li>- <b>How has the delivery of entertainment evolved over the past 10 years?</b></li> <li>- <b>Why do investors chance losing money, and what do they need to know to profit?</b></li> <li>- <b>What impacts do major international events and political events and politics have on sports and entertainment?</b></li> <li>- <b>How have global trends and global communications</b></li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>● Individuals and families spend a lot of money to attend events and purchase related merchandise</li> <li>● Today, consumers have more forms of media on which to view entertainment</li> <li>● Investors hope to make money. They need to know how to manage limited resources and how to improve economic utility</li> <li>● Major international events bring interest to sports. Politics impact entertainment by influencing the content shown</li> <li>● Global trends and global communications have resulted in an expanded interest in sports and entertainment venues</li> <li>● People generally support sports and entertainment ventures that are familiar to their culture. Participation by females in sports is growing.</li> </ul>

<p><b>changed the sports and entertainment industries?</b></p> <p><b>- How do cultural and gender diversity relate to the popularity of sports and entertainment?</b></p>	
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**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**

**DESCRIBE THE LEARNING TARGETS.**

**After each target, identify the New Jersey Student Learning Standards that are applicable**

<u>Learning Target</u>	<u>NJSLS:</u>
1. Define sports marketing	1. 9.3.HT.1; 9.3.MK.5
2. Explain the value of sports marketing to the economy	2. 9.3.MK.1
3. Define entertainment	3. 9.3.HT-REC.1
4. Describe the evolution of entertainment marketing	4. 9.3.HT-REC.11
5. Explain the importance of the profit motive in business	5. 9.3.MK-MGT.1
6. Discuss the effect of major international events on sports	6. 9.3.HT-REC.4; 9.3.HT-TT.3
7. Explain how politics affects sports and entertainment	7. 9.3.GV-FIR.1; 9.3.GV-PLN.3

**Interdisciplinary Connections:**

<p>Geography - city and state demographics</p> <p>History - recording industry since the early 1900s</p> <p>History and Geography - global destination and historical trademarks</p>
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**Students will engage with the following text:**

<p>Kaser &amp; Oelkers. Sports &amp; Entertainment Marketing, South-Western Cengage Learning 5E, 2022.</p>
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**Students will write:**

Students will use writing in the “do now”/warm up activity  
Students will use writing to define vocabulary, answer questions, list steps of processes  
Students will use writing in completing the end of chapter activities and workbook exercises  
Students will use writing in individual projects  
Students will use writing in video worksheets  
Students will use writing in their notetaking  
Students will use writing when analyzing case studies.  
Students will use writing to analyze current events in the sports and entertainment industry.

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

**DESCRIBE THE LEARNING EXPERIENCE.**

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

#### **Activities:**

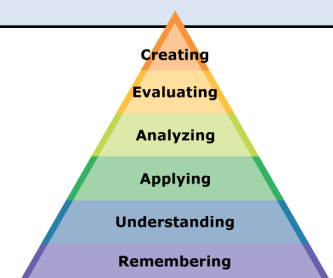
- **Teacher Guided Instruction/demonstration using practice website**
- **Textbook Exercises**
- **Teacher Generated Assignments**
- **PowerPoint Presentations that coincide with Textbook**
- **Smart Board Demonstration**
- **Warm Up Activities**
- **Retrieval of Information from Google Classroom**
- **End of Chapter Assessments**
- **Unit Projects**
  - **Olympic Travel Brochure**

#### **Resources Used:**

- **Sports & Entertainment Marketing Textbook**
- **Online Research**
- **Graphic Organizers**
- **Youtube.com**
- **EdPuzzle**
- **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:**

- Questioning Strategies and Discussion (Understanding, Applying, Analyzing)
- Review Marketing Concepts (Remembering, Applying)
- Think Critically Questions (Understanding, Applying)
- Make Academic 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:**

#### Accommodations:

- Extra time on assessments and assignments as needed.
- Individual help by special education teacher or classroom instructional aide for redirection and clarification directions
- Seating changes for hearing, visual, or needs of area with less distraction
- Re-testing if warranted by IEP
- Repeat assignments if warranted by IEP

#### Modifications

- Explain to students expectations of Do Now/slip questioning and show a model of what is expected

### **Summative Assessments/Performance Assessments:**

- Project - Plan a Trip to an Event Sports - Olympics Entertainment - Music/Arts Festival
- Project - Chapter 4 DECA Winning Edge with Sports - Professional Soccer Team Entertainment - Residency for performance
- Unit Test

### **Accommodations/Modifications:**

#### Accommodations:

- Extra time on assessments and assignments as needed.
- Individual help by special education teacher or classroom instructional aide for redirection and clarification directions
- Seating changes for hearing, visual, or needs of area with less distraction
- Re-testing if warranted by IEP

- Repeat assignments if warranted by IEP

Modifications

- Explain to students expectations of Do Now/slip questioning and show a model of what is expected



# Black Horse Pike Regional School District Curriculum Template

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

**Course Name: Sports and Entertainment Marketing**

**Course Number: 063300**

## PART I: UNIT RATIONALE

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

<p><b>Course/Unit Title:</b> <b>Unit 2: Product and Service Management</b></p> <p><b>Chapters:</b></p> <ul style="list-style-type: none"> <li>• 6</li> <li>• 7</li> </ul>	<p><b>Unit Summary:</b></p> <p>This unit focuses on sports and entertainment as a product and provides a deeper understanding of its channel management. Students will be able to define the product mix and describe product enhancements and extensions. Students will discuss the bottom line for sports and explain the high cost of sports and entertainment events. Students will describe the stages of the product life cycle and explain how products are positioned in the marketplace for sports and entertainment. Students will explain channel management, global distribution channels, and legal and ethical considerations in channel management. Students will describe the use of channel management and compare physical distribution to the use of social media and other technology. Students will be able to discuss channel management strategies for entertainment and the management of costs related to channel management. This unit explains distribution strategies of amateur, collegiate, and professional sports.</p>
<p><b>Grade Level(s):</b> <b>11 - 12</b></p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>- <b>What are the components of the product mix for a sports or entertainment event, and how can the product for that event be enhanced?</b></li> <li>- <b>What is the bottom line for sporting events, and why are the costs so high?</b></li> <li>- <b>Why are marketing strategies adjusted for different stages of the product life cycle?</b></li> <li>- <b>What legal and ethical issues have an impact on the role of channel</b></li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• Components of the product mix include all of the features of a product. More features that satisfy additional needs and wants are added as enhancements</li> <li>• Sporting events have become highly competitive. It takes money to produce events that attract consumers. Sponsors help fund these events</li> <li>• Demand for products must be monitored to adjust marketing strategies accordingly. Strategies will vary based on the product life cycle stage</li> <li>• Retransmission of content and how to pay for it will continue to be legally and ethically challenging issues</li> <li>• Technology provides instant transmission and allows users to determine what and when to watch or listen</li> <li>• The use of technology can help minimize the costs of channel management</li> <li>• Live performances, television, portable devices, and the Internet are all used to distribute sports</li> </ul>

<p>management and global distribution?</p> <ul style="list-style-type: none"> <li>- How has technology improved the efficiency of channel management?</li> <li>- How can channel management strategies and costs be managed?</li> <li>- What strategies are used for sports distribution?</li> </ul>	
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**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**

**DESCRIBE THE LEARNING TARGETS.**

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
1. Define product mix, product extension, and product enhancement	1. 9.3.MK.8; 9.3.MK.10
2. List and describe the components of the product mix	2. 9.3.MK.8; 9.3.MK.10
3. Define the bottom line for sports	3. 9.3.MK.1;
4. Explain the high cost of sports and entertainment events	12.9.3.MK.3
5. List and describe the stages of the product life cycle	4. 12.9.3.MK.3;
6. Explain how products are positioned in the marketplace	9.3.12.FN-ACT.3
7. Explore the role of channel management in sports and entertainment marketing	5. 9.3.12.FN-BF.2
8. Investigate global distribution channels for sports and entertainment	6. 9.3.MK.6
9. Classify legal and ethical considerations in channel management	7. 9.3.MK.6
10. Describe the use of technology in the channel management function	8. 9.3.MK.6
11. Compare the efficiency of using social media and technology to the physical distribution of products or services	9. 9.3.MK.6
12. Classify the channel management strategies used in entertainment distribution	10. 9.3.MK.6;
13. Describe how to manage channels to minimize costs	TECH.8.1.12.C.CS2
14. Select distribution strategies for amateur sports and recreation	11. 9.3.MK.8; 9.3.MK.9;
15. Explain considerations in distribution of college sports	TECH.8.1.12.A.CS2
16. Discuss channel strategies for professional sports	12. 9.3.MK.9
	13. 9.3.MK.3
	14. 9.3.MK.6;
	CRP.K-12.CRP6
	15. 9.3.MK.1
	16. 9.3.MK.9

**Inter-Disciplinary Connections:**

**Technology, Finance, Math, Communications, Social Studies - Law**

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

Kaser & Oelkers. Sports & Entertainment Marketing, South-Western Cengage Learning 5E, 2022.

**Students will write:**

Students will use writing in the “do now”/warm up activity  
Students will use writing to define vocabulary, answer questions, list steps of processes  
Students will use writing in completing the end of chapter activities and workbook exercises  
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Students will use writing in video worksheets  
Students will use writing in their notetaking  
Students will use writing when analyzing case studies.  
Students will use writing to analyze current events in the sports and entertainment industry.

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

**DESCRIBE THE LEARNING EXPERIENCE.**

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

**Activities:**

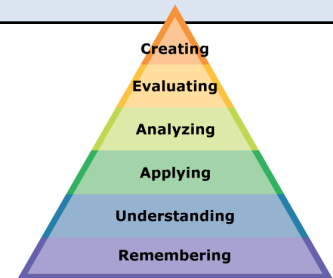
- **Teacher Guided Instruction/demonstration using practice website**
- **Textbook Exercises**
- **Teacher Generated Assignments**
- **PowerPoint Presentations that coincide with Textbook**
- **Smart Board Demonstration**
- **Warm Up Activities**
- **Retrieval of Information from Google Classroom**
- **End of Chapter Assessments**
- **Unit Projects**

**Resources Used:**

- Sports & Entertainment Marketing Textbook
- Online Research
- Graphic Organizers
- Youtube.com
- EdPuzzle
- 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:

- Questioning Strategies and Discussion (Understanding, Applying, Analyzing)
- Review Marketing Concepts (Remembering, Applying)
- Think Critically Questions (Understanding, Applying)
- Make Academic 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:

#### Accommodations:

- Extra time on assessments and assignments as needed.
- Individual help by special education teacher or classroom instructional aide for redirection and clarification directions
- Seating changes for hearing, visual, or needs of area with less distraction
- Re-testing if warranted by IEP
- Repeat assignments if warranted by IEP

#### Modifications

- Explain to students expectations of Do Now/slip questioning and show a model of what is expected

### Summative/Performance Assessments:

- **NBA City Edition Project**
- **College Athlete Payment Debate**
- **Celebrity Endorsement Proposal**
- **Unit Test**

# Black Horse Pike Regional School District Curriculum Template

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

**Course Name: Sports and Entertainment Marketing**

**Course Number: 063300**

## PART I: UNIT RATIONALE

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

<p><b>Course/Unit Title:</b> Unit 3: Promotion of Sports and Entertainment Marketing</p> <p><b>Chapters:</b></p> <ul style="list-style-type: none"> <li>● 9</li> <li>● 10</li> <li>● 11.2</li> <li>● 11.3</li> </ul>	<p><b>Unit Summary:</b></p> <p>This unit begins with an in-depth look at promotion. Students will discover various promotional strategies and articulate the goals of promotion for sports and entertainment products. Students will also examine the various elements related to advertising and sales. Topics such as sales strategies, career skills for successful sales people, and the sales process will be discovered. Furthermore there will be discussion on promotional planning, the event triangle, publicity, sponsorships, and the value of involvement at award shows.</p>
<p><b>Grade Level(s):</b> 11 - 12</p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>- What are the purposes of promotion and what are its four elements?</li> <li>- What are the components of effective advertising and sales promotion?</li> <li>- Why are publicity and personal selling effective forms of promotion?</li> <li>- What impact does the event triangle have on the value of entertainment awards?</li> <li>- What are the benefits of sponsorships and endorsements?</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>● Promotion is intended to make customers aware of the product to increase sales. It includes advertising, sales promotions, publicity, and personal selling</li> <li>● The components of effective advertising are attraction, interest, desire, and action. Effective sales promotions could include price reductions, coupons, contests, and rebates</li> <li>● Publicity is effective because it is free. Personal selling can be adjusted to the customer.</li> <li>● The triangle consists of the fans, sponsors, and the event itself. Sponsors are connected with celebrities that attend the event, and fans can use products promoted by celebrities</li> <li>● The benefits of sponsorships and endorsements are exposure to new and existing customers and potential increased sales</li> <li>● There are five steps in developing a promotional plan. Trends include use of social media, pre-ads, and experiential activations</li> <li>● Fans can buy tickets from ticket brokers and ticket booths in person or online</li> </ul>

<ul style="list-style-type: none"> <li>- What steps are taken to develop a promotional plan, and which current promotional trends might be a part of the plan?</li> <li>- How can fans buy tickets for sports and entertainment events?</li> <li>- How do corporations outside of the sports and entertainment industries use sports and entertainment events for business purposes?</li> </ul>	<ul style="list-style-type: none"> <li>● Businesses take clients to sporting events. Sporting events provide a different atmosphere for conducting business</li> </ul>
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## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
1. Describe the purposes of promotion	1. 9.3.MK-COM.2
2. Summarize the significance of the four elements of promotion	2. 12.9.3.MK-COM.3
3. Explain the components of effective advertising	3. 9.3.MK-SAL.2
4. Describe various types of sales promotions	4. 9.3.MK-SAL.2
5. Distinguish between publicity and other types of promotion	5. 9.3.MK-COM.1
6. Explain how to use personal selling in sports and entertainment	6. 9.3.MK-SAL.2
7. Describe the components and exchanges of an event triangle	7. 12.9.3.MK-MGT.2
8. Explain the effects of media broadcasting on the event triangle	8. 12.9.3.MK-MGT.2
9. Explain the promotional value of entertainment awards	9. 9.3.HT-REC.9;
10. Explain the benefits of sponsorship to the sponsor	9.3.MK-COM.2
11. Define endorsements and discuss their restrictions	10. 12.9.3.MK.9
12. List steps in developing a promotional plan	11. 12.9.3.MK-SAL.3
13. Discuss recent promotional trends and way to stay current	12. 9.3.MK.2
14. Explain the difference between ticket brokers and ticket scalpers	13. 12.9.3.MK-RES.1;
15. Describe the ticket economy and strategies for getting highly sought after tickets	12.9.3.MK-RES.2
16. Explain strategies for attracting groups to sports and entertainment venues	14. 9.3.HT-REC.7
17. Describe how corporations use sports and entertainment to motivate employees and impress clients	15. 9.3.HT-REC.7
	16. 9.3.HT-TT.11
	17. 9.3.MK.2

**Inter-Disciplinary Connections:**

Writing, Research, Technology, Communication, Careers, Math, Geography

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

Kaser & Oelkers. Sports & Entertainment Marketing, South-Western Cengage Learning 5E, 2022.

**Students will write:**

Students will use writing in the “do now”/warm up activity  
Students will use writing to define vocabulary, answer questions, list steps of processes  
Students will use writing in completing the end of chapter activities and workbook exercises  
Students will use writing in individual projects  
Students will use writing in video worksheets  
Students will use writing in their notetaking  
Students will use writing when analyzing case studies.  
Students will use writing to analyze current events in the sports and entertainment industry.



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

#### **DESCRIBE THE LEARNING EXPERIENCE.**

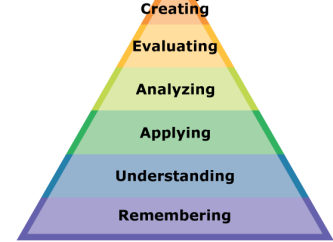
**How will students uncover content and build skills.**

##### **Activities:**

- **Teacher Guided Instruction/demonstration using practice web site**
- **Textbook Exercises**
- **Teacher Generated Assignments**
- **PowerPoint Presentations that coincide with Textbook**
- **Smart Board Demonstration**
- **Warm Up Activities**
- **Retrieval of Information from Google Classroom**
- **End of Chapter Assessments**
- **Unit Projects**
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##### **Resources Used:**

- **Sports & Entertainment Marketing Textbook**
- **Online Research**
- **Graphic Organizers**
- **Youtube.com**
- **EdPuzzle**
- **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:

- Questioning Strategies and Discussion (Understanding, Applying, Analyzing)
- Review Marketing Concepts (Remembering, Applying)
- Think Critically Questions (Understanding, Applying)
- Make Academic 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:

#### Accommodations:

- Extra time on assessments and assignments as needed.
- Individual help by special education teacher or classroom instructional aide for redirection and clarification directions
- Seating changes for hearing, visual, or needs of area with less distraction
- Re-testing if warranted by IEP
- Repeat assignments if warranted by IEP

#### Modifications

- Explain to students expectations of Do Now/slip questioning and show a model of what is expected

### Summative Assessments/Performance Assessments:

- Cereal Box Project
- Promotional Item Giveaway Project
- Unit Test

### Accommodations/Modifications:

# Black Horse Pike Regional School District Curriculum Template

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

**Course Name: Sports and Entertainment Marketing**

**Course Number: 063300**

## PART I: UNIT RATIONALE

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

<p><b>Course/Unit Title:</b> <b>Unit 4: Marketing Plan</b></p> <p><b>Chapter:</b></p> <ul style="list-style-type: none"> <li>● 12</li> </ul>	<p><b>Unit Summary:</b></p> <p>This unit introduces students to an in-depth look at incorporating the core marketing standards into a detailed marketing plan. The unit explains the importance of marketing planning and describes the information needed to begin. The unit describes marketing objectives and strategies, explains how a sports property can be used as a part of marketing strategy, and discusses entertainment marketing strategies. It discusses the importance of having a marketing position and describes the components of a marketing plan.</p>
<p><b>Grade Level(s):</b> <b>11 - 12</b></p>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>● Marketing planning involves organizing information to give direction to the marketing plan. A situational analysis of current conditions is good starting point</li> <li>● Strategies are ideas that can be put into action to fulfill marketing objectives</li> <li>● Positioning is used to promote the company's unique marketing mix.</li> </ul>
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>- Why is marketing planning important, and what information is needed to begin planning?</li> <li>- How do strategies help fulfill marketing objectives?</li> <li>- What are the major components of a marketing plan, and why is positioning an important part of the plan?</li> </ul>	

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<p><b>Learning Target</b></p> <ol style="list-style-type: none"> <li>1. Explain the importance of marketing planning</li> <li>2. Determine the information needed to begin marketing planning</li> <li>3. Describe the importance of marketing objectives and strategies</li> </ol>	<p><b>NJSLS:</b></p> <ol style="list-style-type: none"> <li>1. 12.9.3.MK.4</li> <li>2. 12.9.3.MK-RES.1; 12.9.3.MK.2</li> </ol>
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<p>4. Describe how a marketing position is developed</p> <p>5. List and describe the components of a marketing plan</p>	<p>3. 12.9.3.MK-MGT.1; 12.9.3.MK.10</p> <p>4. 12.9.3.MK-MGT.2; 12.9.3.MK-RES.3</p> <p>5. 12.9.3.MK-MGT.3</p>
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**Inter-Disciplinary Connections:**

Math, History, Communications, Geography, English

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

Kaser & Oelkers. Sports & Entertainment Marketing, South-Western Cengage Learning 5E, 2022.

**Students will write:**

Students will use writing in the “do now”/warm up activity

Students will use writing to define vocabulary, answer questions, list steps of processes

Students will use writing in completing the end of chapter activities and workbook exercises

Students will use writing in individual projects

Students will use writing in video worksheets

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Students will use writing when analyzing case studies.

Students will use writing to analyze current events in the sports and entertainment industry.

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

#### **DESCRIBE THE LEARNING EXPERIENCE.**

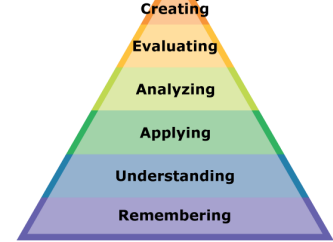
**How will students uncover content and build skills.**

##### **Activities:**

- Teacher Guided Instruction/demonstration using practice web site
- Textbook Exercises
- Teacher Generated Assignments
- PowerPoint Presentations that coincide with Textbook
- Smart Board Demonstration
- Warm Up Activities
- Retrieval of Information from Google Classroom
- End of Chapter Assessments
- Unit Projects
- 

##### **Resources Used:**

- Sports & Entertainment Marketing Textbook
- Online Research
- Graphic Organizers
- Youtube.com
- EdPuzzle
- 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:

- Questioning Strategies and Discussion (Understanding, Applying, Analyzing)
- Review Marketing Concepts (Remembering, Applying)
- Think Critically Questions (Understanding, Applying)
- Make Academic 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:

#### Accommodations:

- Extra time on assessments and assignments as needed.
- Individual help by special education teacher or classroom instructional aide for redirection and clarification directions
- Seating changes for hearing, visual, or needs of area with less distraction
- Re-testing if warranted by IEP
- Repeat assignments if warranted by IEP

#### Modifications

- Explain to students expectations of Do Now/slip questioning and show a model of what is expected

### Summative/Performance Assessments:

- Marketing Plan Project
- Unit Test

### Accommodations/Modifications:

# Black Horse Pike Regional School District Curriculum Template

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

**Course Name: Sports and Entertainment Marketing**

**Course Number: 063300**

## PART I: UNIT RATIONALE

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

<p><b>Course/Unit Title:</b> Unit 5: Career Outlook in the Industry</p> <p><b>Chapters:</b></p> <ul style="list-style-type: none"> <li>● 13</li> <li>● 15.1</li> <li>● 15.2</li> </ul>	<p><b>Unit Summary:</b> This unit discusses specific laws and legal issues that affect sports and entertainment businesses. The unit describes a wide range of careers available in sports and entertainment marketing and explains the skills and preparation needed. It lists and describes three national student professional organizations and explains the benefits of involvement in student professional organizations.</p>
<p><b>Grade Level(s):</b> 11 - 12</p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>- How are the governing bodies of sports involved with athletes and in the fair use of a sports teams' brand?</li> <li>- How do labor relations affect the sports and entertainment industries?</li> <li>- What role do agents, handlers, and advisers play in an athlete's personal and professional life?</li> <li>- What are the characteristics and skills needed for success in a sports and entertainment marketing career?</li> <li>- Why is it important to become actively</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>● Governing bodies of sports have control over the rules under which athletes play and some level of control over the fair use of sports teams' brands</li> <li>● The relationship between labor and management affects the salaries, benefits, and job descriptions of workers</li> <li>● Agents, handlers, and advisers help athletes manage their personal and professional images</li> <li>● Communication, interpersonal, and technical skills as well as creativity and enthusiasm are required for job success</li> <li>● Professional organizations keep individuals current in their field and allow for networking</li> </ul>

involved in a professional organization?	
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**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**

**DESCRIBE THE LEARNING TARGETS.**

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
1. Discuss the role of governing bodies in the sports industry	1. 9.3.MK-COM.3;
2. Distinguish between copyright laws, licensing, and fair use	9.3.12.BM-MGT.4
3. Investigate the role of labor unions in sports and entertainment	2. 9.3.IT-WD.1;
4. Describe the financial and public relations effects of strikes on sports and entertainment	9.3.12.BM.2
5. Identify the roles of athlete agents, handlers, and advisers	3. 9.3.12.AC.5; 9.3.HT.4
6. Describe contract law	4. 9.3.12.AC.5; 9.3.HT.4;
7. Describe the variety of careers available in sports and entertainment marketing	9.3.12.BM-ADM.1
8. Explain the skills needed and ways to prepare for a career in sports and entertainment marketing	5. 9.3.LW-LEG.7
9. List and describe three national student professional organizations	6. 9.3.LW-LEG.7
10. Explain the benefits of involvement in student professional organizations	7. 9.3.LW-LEG.7
	8. 9.3.MK.5
	9. 9.3.MK.5
	10. 9.3.MK.5

**Inter-Disciplinary Connections:**

Social Studies, English, Law, Communications, Technology, Math
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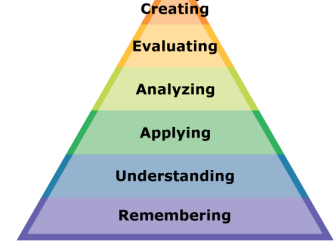
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#### Modifications

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### Summative Assessments:

- Agent Profile
- Sports and Entertainment Career Project
- Unit Test

### Accommodations/Modifications:

#### Accommodations:

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