

**CURRICULUM**

**FOR**

**SPORTS &**

**ENTERTAINMENT**

**MARKETING**

**GRADES 9-12**

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

**Dr. Susan Dube, Supervisor of Science, Technology Education, Business,  
and World Languages**

The Board acknowledges the following who contributed to the preparation of this curriculum.

**Leon Bunion**

**Dr. Tiffany A. Beer, Director of Curriculum and Instruction**

**Subject/Course Title:  
Sports & Entertainment Marketing  
Grades 9-12**

**Date of Board Adoptions:  
September 15, 2020**

**RAHWAY PUBLIC SCHOOLS CURRICULUM**  
**Sports & Entertainment Marketing**  
**Grades 9-12**

*Pacing Guide*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Marketing and Sports & Entertainment	6 weeks
2	Sports Marketing Mix & Careers	7 weeks
3	Entertainment Marketing Mix & Careers	7 weeks

## **ACCOMMODATIONS**

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Provide scaffolded vocabulary and vocabulary lists.</li> <li>• Provide extra visual and verbal cues and prompts.</li> <li>• Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>• Provide links to audio files and utilize video clips.</li> <li>• Provide graphic organizers and/or checklists.</li> <li>• Provide modified rubrics.</li> <li>• Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>• Allow additional time to complete assignments and/or assessments.</li> <li>• Provide shorter writing assignments.</li> <li>• Provide sentence starters.</li> <li>• Utilize small group instruction.</li> <li>• Utilize Think-Pair-Share structure.</li> <li>• Check for understanding frequently.</li> <li>• Have student restate information.</li> <li>• Support auditory presentations with visuals.</li> <li>• Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>• Provide study sheets and teacher outlines prior to assessments.</li> <li>• Quiet corner or room to calm down and relax when anxious.</li> <li>• Reduction of distractions.</li> <li>• Permit answers to be dictated.</li> <li>• Hands-on activities.</li> <li>• Use of manipulatives.</li> <li>• Assign preferential seating.</li> <li>• No penalty for spelling errors or sloppy handwriting.</li> <li>• Follow a routine/schedule.</li> <li>• Provide student with rest breaks.</li> <li>• Use verbal and visual cues regarding directions and staying on task.</li> <li>• Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Provide scaffolded vocabulary and vocabulary lists.</li> <li>• Differentiate reading levels of texts (e.g., Newsela).</li> <li>• Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>• Provide extra visual and verbal cues and prompts.</li> <li>• Provide links to audio files and utilize video clips.</li> <li>• Provide graphic organizers and/or checklists.</li> <li>• Provide modified rubrics.</li> <li>• Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>• Provide students with additional information to supplement notes.</li> <li>• Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>• Allow additional time to complete assignments and/or assessments.</li> <li>• Provide shorter writing assignments.</li> <li>• Provide sentence starters.</li> <li>• Utilize small group instruction.</li> <li>• Utilize Think-Pair-Share structure.</li> <li>• Check for understanding frequently.</li> <li>• Have student restate information.</li> <li>• Support auditory presentations with visuals.</li> <li>• Provide study sheets and teacher outlines prior to assessments.</li> <li>• Use of manipulatives.</li> <li>• Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>• Assign appropriate roles in collaborative work.</li> <li>• Assign preferential seating.</li> <li>• Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Differentiate reading levels of texts (e.g., Newsela).</li> <li>• Offer students additional texts with higher lexile levels.</li> <li>• Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>• Allow for independent reading, research, and projects.</li> <li>• Accelerate or compact the curriculum.</li> <li>• Offer higher-level thinking questions for deeper analysis.</li> <li>• Offer more rigorous materials/tasks/prompts.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Provide extended time.</li> <li>• Assign preferential seating.</li> <li>• Assign peer buddy who the student can work with.</li> <li>• Check for understanding frequently.</li> <li>• Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>• Have student repeat directions.</li> <li>• Make vocabulary words available during classwork and exams.</li> <li>• Use study guides/checklists to organize information.</li> <li>• Repeat directions.</li> </ul>

<ul style="list-style-type: none"> <li>• Increase number and complexity of sources.</li> <li>• Assign group research and presentations to teach the class.</li> <li>• Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase one-on-one conferencing.</li> <li>• Allow student to listen to an audio version of the text.</li> <li>• Give directions in small, distinct steps.</li> <li>• Allow copying from paper/book.</li> <li>• Give student a copy of the class notes.</li> <li>• Provide written and oral instructions.</li> <li>• Differentiate reading levels of texts (e.g., Newsela).</li> <li>• Shorten assignments.</li> <li>• Read directions aloud to student.</li> <li>• Give oral clues or prompts.</li> <li>• Record or type assignments.</li> <li>• Adapt worksheets/packets.</li> <li>• Create alternate assignments.</li> <li>• Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.</li> <li>• Allow student to resubmit assignments.</li> <li>• Use small group instruction.</li> <li>• Simplify language.</li> <li>• Provide scaffolded vocabulary and vocabulary lists.</li> <li>• Demonstrate concepts possibly through the use of visuals.</li> <li>• Use manipulatives.</li> <li>• Emphasize critical information by highlighting it for the student.</li> <li>• Use graphic organizers.</li> <li>• Pre-teach or pre-view vocabulary.</li> <li>• Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.</li> <li>• Provide audio versions of the textbooks.</li> <li>• Highlight textbooks/study guides.</li> <li>• Use supplementary materials.</li> <li>• Give assistance in note taking</li> <li>• Use adapted/modified textbooks.</li> <li>• Allow use of computer/word processor.</li> <li>• Allow student to answer orally, give extended time (time-and-a-half).</li> <li>• Allow tests to be given in a separate location (with the ESL teacher).</li> <li>• Allow additional time to complete assignments and/or assessments.</li> <li>• Read question to student to clarify.</li> <li>• Provide a definition or synonym for words on a test that do not impact the validity of the exam.</li> <li>• Modify the format of assessments.</li> <li>• Shorten test length or require only selected test items.</li> <li>• Create alternative assessments.</li> <li>• On an exam other than a spelling test, don't take points off for spelling errors.</li> </ul>
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# RAHWAY PUBLIC SCHOOLS CURRICULUM

## *UNIT ONE*

**Content Area:** Sports & Entertainment Marketing

**Unit Title:** Marketing and Sports & Entertainment

**Target Course/Grade Level:** Grades 9-12

**Unit Summary:** This unit examines and reviews the basic principles of marketing and economics with a special emphasis on sports and entertainment marketing. The unit also examines the history and background of sports and entertainment marketing and the legal issues and business risks.

**Approximate Length of Unit:** 6 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

Career Readiness, Life Literacies, and Key Skills

- **Standard 9.1 Personal Financial Literacy:** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
  - 9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.
  - 9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
  - 9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
- **Standard 9.2 Career Awareness, Exploration, Preparation and Training.** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
  - 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
- 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
- 9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
- Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.
  - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
  - 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
  - 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
  - • 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
  - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
  - 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
  - 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
  - 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
  - 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
  - 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
  - 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
  - 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). • 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

- • 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

### **Interdisciplinary Connections and Standards:**

#### **Computer Science and Design Thinking:**

**8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

#### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7. 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.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

#### **Unit Understandings:**

*Students will understand that...*

- Explain the marketing concept.
- Define demographics.
- Explain the marketing mix.
- Explain the economic impact of sports and entertainment marketing.
- Discuss the history of sports and entertainment.
- Explain how sports and entertainment marketers use promotional tools to sell their products.
- Identify differences between marketing sports and entertainment products



**Unit Essential Questions:**

- How would you describe the customers of sports and entertainment products?
- What kind of marketing strategies do sports and entertainment businesses use?
- How does sports and entertainment marketing affect the economy?
- How has sports and entertainment evolved as a business throughout the 20th Century?

**Knowledge and Skills:**

*Students will know.....*

- The basic principles of marketing and how the sports and entertainment industry impacts the economy.

*Students will be able to ...*

- Create a list of customer demographics and match to current products sold in the marketplace.
- Develop a Visual that illustrates the students understanding of the Marketing Mix.
- Generate a list of commercials that contain celebrities and analyze the effectiveness of the celebrity in that commercial.
- Create a business that has exclusive agreements with individual companies that provide products and services.
- Research the historical timeline of motion pictures in television events and type an essay that shows a major contrast in the history. Create an original advertisement that focuses on Target Market

***EVIDENCE OF LEARNING***

**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- **End of Unit Assessment:**
  - Students will complete a comprehensive end of chapter assessment.
  - Case Study project
- Student must complete end of chapter lesson questions and activities
- Students also participate in group discussions on current topics as they relate to each lesson.
- Students will participate in critical thinking activities.
- Students are also given mini-projects/assignments to test their practical knowledge of the topic

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Students participate in “Case Study” activities provided in each chapter, which require students to work together as a team to generate examples, solutions, and creative ideas as they relate to the lesson.
- Students participate in mini-projects, such as Brand Management activities, where students will develop a model for a particular brand.
- Students participate in seminars with guest speakers from various industries and colleges.

## *RESOURCES*

### **Teacher Resources:**

- Sports & Entertainment Marketing Teachers Edition, DECA supplemental learning activities, and Web Resources: [marketingseries.glencoe.com](http://marketingseries.glencoe.com)
- Sports Career Consulting LLC - Online Component

### **Equipment Needed:**

- LCD Projector and laptop for daily lessons and projects

# RAHWAY PUBLIC SCHOOLS CURRICULUM

## *UNIT TWO*

**Content Area:** Sports & Entertainment Marketing

**Unit Title:** Sports Marketing Mix & Careers

**Target Course/Grade Level:** Grades 9-12

**Unit Summary:** This unit examines the constant changing landscape of professional sports, from its most popular events to new sports trying to find their niche. We explore the sports consumer and their changing needs as businesses compete to satisfy them in the 21st century. Students will investigate sports products, with relationship to promotion, selling and their economic impact. The unit also looks at pricing considerations and how it's applied to sports products. We discuss types of branding, licensing and promotional methods, as well as media markets and how they vary. The students also learn about careers in Sports Marketing.

**Approximate Length of Unit:** 7 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

#### **Career Readiness, Life Literacies, and Key Skills**

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
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being well informed about postsecondary and career options, career planning, and career requirements.

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- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
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creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

- • 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

### **Interdisciplinary Connections and Standards:**

#### **Computer Science and Design Thinking:**

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WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

### **Unit Understandings:**

*Students will understand that...*

- Explain the purpose of sports marketing.
- Differentiate between amateur sports and professional sports.
- Explain the significance of women's sports.
- Explain market segmentation.
- Explain the differences between sports goods and services.
- Differentiate between the product line and product mix
- Explain the economic impact of sports marketing.
- Identify pricing strategies.
- Define market research and explain how businesses use market research.
- Explain the importance of sports sponsorships and endorsements.
- Discuss how companies choose sports endorsers for their products.

## Unit Essential Questions:

- How does sports marketing impact the ways sports are perceived?
- What is the major financial difference between men's and women's sports?
- What is the benefit to using market segmentation?
- How have sports products and services evolved with the constant changing of the world technology?
- How does sports marketing impact local and national economies?
- What is the major benefit of properly conducting marketing research?
- What is the ethical responsibility of a company when hiring an athlete to endorse their product?

## Knowledge and Skills:

*Students will know.....*

- The basic principles of marketing and how the sports and entertainment industry impacts the economy.

*Students will be able to ...*

- Research all money making aspects of a professional arena or stadium and create a presentation based upon information learned.
- Research a company and identify the scope of their product mix and identify their most successful product line.
- Create a sporting event and discuss how it could improve the local economy.
- Construct Print Ads for actual Sporting Events with focus on market segmentation.
- 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.
- Develop an original advertisement that uses several different sales promotions.

## EVIDENCE OF LEARNING

## Assessment:

*What evidence will be collected and deemed acceptable to show that students truly "understand"?*

- **End of Unit Assessment:**
  - Students will complete a comprehensive end of chapter assessment
  - Case study project
- Student must complete end of chapter lesson questions and activities
- Students also participate in group discussions on current topics as they relate to each lesson.
- Students will participate in critical thinking activities.

- Students are also given mini-projects/assignments to test their practical knowledge of the topic

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Students participate in “Case Study” activities provided in each chapter, which require students to work together as a team to generate examples, solutions, and creative ideas as they relate to the lesson.
- Students participate in mini-projects, such as Brand Management activities, where students will develop a model for a particular brand.
- Students participate in seminars with guest speakers from various industries and colleges.

## ***RESOURCES***

### **Teacher Resources:**

- Sports & Entertainment Marketing Teachers Edition, DECA supplemental learning activities, and Web Resources: [marketingseries.glencoe.com](http://marketingseries.glencoe.com)
- Sports Career Consulting LLC - Online Component

### **Equipment Needed:**

- LCD Projector and laptop for daily lessons and projects

# RAHWAY PUBLIC SCHOOLS CURRICULUM

## *UNIT THREE*

**Content Area:** Sports & Entertainment Marketing

**Unit Title:** Entertainment Marketing Mix & Careers

**Target Course/Grade Level:** Grades 9-12

**Unit Summary:** This unit examines the constant changing landscape of professional sports, from its most popular events to new sports trying to find their niche. We explore the sports consumer and their changing needs as businesses compete to satisfy them in the 21st century. Students will investigate sports products, with relationship to promotion, selling and their economic impact. The unit also looks at pricing considerations and how it's applied to sports products. We discuss types of branding, licensing and promotional methods, as well as media markets and how they vary. The students also learn about careers in Sports Marketing.

**Approximate Length of Unit:** 7 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

#### **Career Readiness, Life Literacies, and Key Skills**

- **Standard 9.1 Personal Financial Literacy:** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
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  - 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
  - 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
  - 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
  - 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
  - 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). • 9.4.12.IML.9: Analyze the decisions

creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

- • 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

### **Interdisciplinary Connections and Standards:**

#### **Computer Science and Design Thinking:**

**8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

#### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7. 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.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

### **Unit Understandings:**

*Students will understand that...*

- Define entertainment marketing.
- Identify types of entertainment media.
- Explain types of businesses in the entertainment industry.
- Identify types of entertainment products.
- Define gross profit and net profit.
- Explain how celebrities are brands.
- Describe the role of merchandising in entertainment marketing.
- Explain the importance of entertainment product licensing in aspects of royalties.
- Identify the role of advertising in entertainment promotion.

- Describe how other promotional methods are used in entertainment marketing.
- Describe educational preparation for a career in entertainment marketing.
- Identify career areas in entertainment marketing

**Unit Essential Questions:**

- What is the global impact of the entertainment industry?
- What influence does entertainment media outlets have on the economy?
- How can celebrities still generate substantial cash flow years after their own death?
- How do certain celebrities impact the success of a movie?
- How does merchandising affect the financial success of a movie?
- What are the skills and traits needed to pursue a career in the entertainment industry?

**Knowledge and Skills:**

*Students will know.....*

- The basic principles of marketing and how the sports and entertainment industry impacts the economy.

*Students will be able to ...*

- Generate lists of all known and researched entertainment products.
- Analyze movie previews and trailers. Critique their effectiveness through written movie reviews.
- Research all entertainment media outlets and analyze which type of media is more successful.
- Research a celebrity that has passed away and discuss how their merchandise still generates money for their estate?
- Identify several entertainment related current events and create an entertainment news program based on those events using technology.
- Research careers in entertainment marketing and identify job duties, salaries, advancement and promotion, and benefits to working in this field.
- Observe various segments of classic movies throughout the decades and create different promotions based on the target market.

<b><i>EVIDENCE OF LEARNING</i></b>
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**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- **End of Unit Assessment:**
  - Students will complete a comprehensive end of chapter assessment

- Case study project
- Student must complete end of chapter lesson questions and activities
- Students also participate in group discussions on current topics as they relate to each lesson.
- Students will participate in critical thinking activities.
- Students are also given mini-projects/assignments to test their practical knowledge of the topic

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Students participate in “Case Study” activities provided in each chapter, which require students to work together as a team to generate examples, solutions, and creative ideas as they relate to the lesson.
- Students participate in mini-projects, such as Brand Management activities, where students will develop a model for a particular brand.
- Students participate in seminars with guest speakers from various industries and colleges.

<b><i>RESOURCES</i></b>
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**Teacher Resources:**

- Sports & Entertainment Marketing Teachers Edition, DECA supplemental learning activities, and Web Resources: [marketingseries.glencoe.com](http://marketingseries.glencoe.com)
- Sports Career Consulting LLC - Online Component

**Equipment Needed:**

- LCD Projector and laptop for daily lessons and projects