



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Business COURSE Sports & Entertainment Marketing

Curriculum Development Timeline

School: Ocean Township High School
Course: Sports and Entertainment Marketing
Department: Business Education

Board Approval	Supervisor	Notes
August 2015	Janet Bluefield	Born Date
August 2017	Amanda Maltese	Revisions
August 2019	Nichole Kerney	Review
August 2022	Gerard Marrone	Alignment to Standards

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DEPARTMENT Business COURSE Sports & Entertainment Marketing

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	What is Sports & Entertainment Marketing?	11	Promotional Planning
2	Putting the Customer First	12	Selling Sports & Entertainment
3	Putting the Customer First	13	Selling Sports & Entertainment
4	Sports & Entertainment Means Business	14	Sports & Entertainment Legal Issues
5	Sports & Entertainment Means Business	15	Sports & Entertainment Legal Issues
Week	Marking Period 2	Week	Marking Period 4
6	The Wide World of Sports & Entertainment	16	The Marketing Game Plan
7	The Wide World of Sports & Entertainment	17	The Marketing Game Plan
8	Sports & Entertainment Promotion	18	The Marketing Game Plan
9	Sports & Entertainment Promotion	19	Capstone Project
10	Promotional Planning	20	Capstone Project

Core Instructional & Supplemental Materials including various levels of Texts

Core Instructional Text: Sports and Entertainment Marketing 4e
Supplemental: Virtual Business

Time Frame	1 Week (5 blocks)
Topic	
What is Sports and Entertainment Marketing?	

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DEPARTMENT Business COURSE Sports & Entertainment Marketing

Alignment to Standards

9.3.MK.1: Describe the impact of economics, economics systems and entrepreneurship on marketing.

9.3.MK.5: Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.

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

Learning Objectives and Activities

SWBAT answer the following questions:

- What are the core standards of marketing for a popular sports or entertainment event?
- How is the economy affected by sports marketing?
- How has the delivery of entertainment evolved over the past ten years?

SWBAT demonstrate understanding of the following:

- Describe the basic concepts of marketing.
- Explain the marketing mix.
- Define the seven core standards of marketing and financing.
- Define sports marketing.
- Explain the value of sports marketing to the economy.
- Define entertainment.
- Describe the evolution of entertainment marketing.

Learning Activities:

- Virtual Business® Sports & Entertainment Online Module
- Guided Practice
- Key Term Review
- Student Activity Workbook Standard &
- Poor's Case Study
- Internet Activity
- Discussion
- PowerPoint Presentation
- Cooperative Learning Exercise
- Virtual Field Trips
- DECA Connection Role Play Activity
- Chapter 1 of South-Western Sports and Entertainment Marketing 4e ©2015

Assessments

Formative:

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DEPARTMENT Business

COURSE Sports & Entertainment Marketing

- Classwork and Groupwork
- Teacher Observation
- Entrance/Exit Cards

Summative:

- Quizzes
- Topic Tests

Alternative:

- Kahoot/Quizizz
- Virtual Business - Assess concepts using online simulation

Interdisciplinary Connections

ELA:

NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Career Readiness, Life Literacies, and Key Skills

See Alignment to Standards Above

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Students will access the Cengage online ebook to further investigate lesson concepts and demonstrate understanding of standards.

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Students will use internet based game sites such as Quizizz, Kahoot, and Quizlet live to reflect on their learning progress.

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve

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DEPARTMENT Business COURSE Sports & Entertainment Marketing

problems.

Students will use Cengage Mindtap, Google Slides and Docs in order to present new ideas and reflect on learning progress.

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Students will use Google Sheets in order to enhance learning in utilizing formulas and manipulating cells.

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

Students will use Google Classroom and Google Sites to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

- 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

Career Education

CRP4: Communicate clearly and effectively with reason.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

Time Frame	2 Weeks (10 blocks)
Topic	
Putting the Customer First	
Alignment to Standards	
<p>9.3.MK.1: Describe the impact of economics, economics systems and entrepreneurship on marketing.</p> <p>9.3.MK.10: Use marketing strategies and processes to determine and meet client needs and wants.</p> <p>9.3.MK-MER.5 Determine and adjust prices to maximize return and meet customers' perceptions of value.</p> <p>9.3.MK-MER.8 Create and manage merchandising activities that provide for client needs and wants.</p> <p>9.3.MK-SAL.2 Apply sales techniques to meet client needs and wants.</p>	

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DEPARTMENT Business COURSE Sports & Entertainment Marketing

Learning Objectives and Activities

SWBAT answer the following questions:

- What is the marketing concept for sports and entertainment events?
- Why must sports and entertainment venues conduct research to keep repeat customers?
- How do target markets and market segments affect a business's marketing efforts?
- What is an outstanding customer service culture, and why is it important at sports and entertainment events?

SWBAT demonstrate understanding of the following:

- Explain the central focus of the marketing concept.
- Explain the reasons for increased sports and entertainment options.
- Explain the importance of understanding buyer behavior when making marketing decisions.
- Describe means of collecting marketing information for use in decision making.
- Define target market and market segment.
- Describe how businesses use market segmentation.
- Explain the importance of outstanding customer service.
- Explain what it means to establish a service culture.

Learning Activities:

- Virtual Business® Sports & Entertainment Online Module
 - Market Research
- Guided Practice
- Key Term Review
- Student Activity Workbook
- Standard & Poor's Case Study
- Internet Activity
- Discussion
- PowerPoint Presentation
- Cooperative Learning Exercise
- Virtual Field Trips
- DECA Connection Role Play Activity
- Chapter 2 of South-Western Sports and Entertainment Marketing 4e ©2015

Assessments

Formative:

- Teacher Observation
- Class Debate of how concepts impact individual/society
- Entrance/Exit Cards

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DEPARTMENT Business COURSE Sports & Entertainment Marketing

Summative:

- Quizzes
- Topic Tests

Alternative:

- Observation Assessment with Role Play Activity
- Kahoot/Quizizz
- Virtual Business - Assess concepts using online simulation

Interdisciplinary Connections

ELA:

NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Career Readiness, Life Literacies, and Key Skills

See Alignment to Standards Above

Technology Integration

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DEPARTMENT Business COURSE Sports & Entertainment Marketing

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Students will use Google Sheets in order to enhance learning in utilizing formulas and manipulating cells.

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Students will use Google Classroom and Google Sites to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

- 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

Career Education

CRP1: Act as a responsible and contributing citizen and employee.

CRP4: Communicate clearly and effectively with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP12: Work productively in teams while using cultural global competence.

Time Frame	2 Weeks (10 blocks)
Topic	
Sports and Entertainment Means Business	
Alignment to Standards	
<p>9.3.MK.2: Implement marketing research to obtain and evaluate information for the creation of a marketing plan.</p> <p>9.3.MK.3: Plan, monitor, manage and maintain the use of financial resources for marketing activities.</p> <p>9.3.MK.7: Determine and adjust prices to maximize return while maintaining customer perception of value.</p> <p>9.3.MK.8: Obtain, develop, maintain and improve a product or service mix in response to market opportunities.</p> <p>9.3.MK.10: Use marketing strategies and processes to determine and meet client needs and wants.</p>	
Learning Objectives and Activities	

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DEPARTMENT Business COURSE Sports & Entertainment Marketing

SWBAT answer the following questions:

- Why do investors chance losing money, and why do they need to know how to profit?
- How do sports and entertainment businesses achieve profitability?
- What are the sources and categories of business risk, and how are they managed?
- What does ethics mean in sports and entertainment marketing, and what impact does unethical behavior have?

SWBAT demonstrate understanding of the following:

- Explain the importance of the profit motive in business.
- Summarize the impact of limited resources on business.
- Describe the types of economic utility.
- Recognize sources of funding and revenue for sports and entertainment businesses.
- Categorize business risks.
- Explain methods a business uses to manage risks.
- Conduct a risk assessment and develop a contingency plan for safety and security.
- Interpret the meaning of ethics in sports and entertainment marketing.
- Analyze the impact of ethical and unethical behavior.

Learning Activities:

- Virtual Business® Sports & Entertainment Online Module
 - Ticket Pricing
- Guided Practice
- Key Term Review
- Student Activity Workbook Standard &
- Poor's Case Study
- Internet Activity
- Discussion
- PowerPoint Presentation
- Cooperative Learning Exercise
- Virtual Field Trips
- DECA Connection Role Play Activity
- Chapter 3 of South-Western Sports and Entertainment Marketing 4e ©2015

Assessments

Formative:

- Classwork and Groupwork
- Teacher Observation
- Entrance/Exit Cards

Summative:

- Quizzes
- Topic Tests

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DEPARTMENT Business COURSE Sports & Entertainment Marketing

Alternative:

- Kahoot/Quizizz
- Virtual Business - Assess concepts using online simulation

Interdisciplinary Connections

ELA:

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Career Readiness, Life Literacies, and Key Skills

See Alignment to Standards Above

Technology Integration

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- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

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- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Students will use Google Sheets in order to enhance learning in utilizing formulas and manipulating cells.

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

Students will use Google Classroom and Google Sites to collaborate, work towards

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solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

- 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

Career Education

CRP1: Act as a responsible and contributing citizen and employee.

CRP4: Communicate clearly and effectively with reason.

CRP12: Work productively in teams while using cultural global competence.

Time Frame	2 Weeks (10 blocks)
Topic	
The Wide World of Sports and Entertainment	
Alignment to Standards	
9.3.12.BM-MGT.3 Apply economic concepts fundamental to global business operations. 9.3.MK.1 Describe the impact of economics, economics systems and entrepreneurship on marketing. 9.3.MK-COM.4 Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.	
Learning Objectives and Activities	
SWBAT answer the following questions: <ul style="list-style-type: none"> • What impacts do major international events and politics have on sports and entertainment? How have global trends and global communications changed the sports and entertainment industries? • How do cultural and gender diversity relate to the popularity of sports and entertainment? • What is the role of travel and tourism in sports and entertainment, and why is multi generationalism a factor? SWBAT demonstrate understanding of the following: <ul style="list-style-type: none"> • Discuss the effect of major international events on sports. • Explain how politics affects sports and entertainment. • Assess global trends and opportunities in sports and entertainment. • Identify the effects of global communications on sports and entertainment. 	

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- Explain the impact of multiculturalism and diversity in sports.
- Summarize the impact of women in sports and entertainment.
- Explain the role of travel and tourism in sports and entertainment.
- Discuss the roles of resorts and theme parks.

Learning Activities:

- Virtual Business® Sports & Entertainment Online Module
 - Stadium Staffing
 - Concessions
- Guided Practice
- Key Term Review
- Student Activity Workbook Standard &
- Poor's Case Study
- Internet Activity
- Discussion
- PowerPoint Presentation
- Cooperative Learning Exercise
- Virtual Field Trips
- DECA Connection Role Play Activity
- Chapter 4 of South-Western Sports and Entertainment Marketing 4e ©2015

Assessments

Formative:

- Classwork and Groupwork
- Class Debate of how concepts impact individual/society
- Entrance/Exit Cards

Summative:

- Quizzes
- Topic Tests

Alternative:

- Observation Assessment with Poor's Case Study
- Kahoot/Quizizz
- Virtual Business - Assess concepts using online simulation

Interdisciplinary Connections

ELA:

NJLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

W.9-10.1: When students are justifying their reasoning on short answer and extended constructed response questions they write arguments to support claims in an analysis

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of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Career Readiness, Life Literacies, and Key Skills

See Alignment to Standards Above

Technology Integration

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Career Education

CRP1: Act as a responsible and contributing citizen and employee.

CRP4: Communicate clearly and effectively with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

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DEPARTMENT Business COURSE Sports & Entertainment Marketing

CRP9. Model integrity, ethical leadership and effective management.
CRP12: Work productively in teams while using cultural global competence.

Time Frame	2 Weeks (10 blocks)
Topic	
Sports and Entertainment Promotion	
Alignment to Standards	
<p>9.3.MK.2: Implement marketing research to obtain and evaluate information for the creation of a marketing plan.</p> <p>9.3.MK.5: Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.</p> <p>9.3.MK.10: Use marketing strategies and processes to determine and meet client needs and wants.</p> <p>9.3.MK-COM.3: Access, evaluate and disseminate information to enhance marketing Decision-making processes.</p>	
Learning Objectives and Activities	
<p>SWBAT answer the following questions:</p> <ul style="list-style-type: none">• What are the purposes of promotion and what are its four elements?• What are the components of effective advertising and sales promotion?• Why are publicity and personal selling effective forms of promotion? <p>SWBAT demonstrate understanding of the following:</p> <ul style="list-style-type: none">• Describe the purposes of promotion.• Summarize the significance of the four elements of promotion.• Explain the components of effective advertising.• Describe various types of sales promotions.• Distinguish between publicity and other types of promotion.• Explain how to use personal selling in sports and entertainment <p>Learning Activities:</p> <ul style="list-style-type: none">• Virtual Business® Sports & Entertainment Online Module<ul style="list-style-type: none">◦ Promotion and Social Media• Guided Practice	

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- Key Term Review
- Student Activity Workbook Standard &
- Poor's Case Study
- Internet Activity
- Discussion
- PowerPoint Presentation
- Cooperative Learning Exercise
- Virtual Field Trips
- DECA Connection Role Play Activity
- Chapter 9 of South-Western Sports and Entertainment Marketing 4e ©2015

Assessments

Formative:

- Classwork and Groupwork
- Teacher Observation
- Graphic Organizer

Summative:

- Quizzes
- Topic Tests

Alternative:

- Kahoot/Quizizz
- Virtual Business - Assess concepts using online simulation

Interdisciplinary Connections

ELA:

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Career Readiness, Life Literacies, and Key Skills

See Alignment to Standards Above

Technology Integration

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and communicate knowledge.

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- 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

Career Education

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively with reason.

CRP6: Demonstrate creativity and innovation.

Time Frame	2 Weeks (10 blocks)
Topic	
Promotional Planning	
Alignment to Standards	
9.3.MK.2: Implement marketing research to obtain and evaluate information for the creation of	

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a marketing plan.

9.3.MK.5: Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.

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

9.3.MK-COM.3: Access, evaluate and disseminate information to enhance marketing Decision-making processes.

Learning Objectives and Activities

SWBAT answer the following questions:

- What impact does the event triangle have on the value of entertainment awards?
- What are the benefits of sponsorships and endorsements?
- What steps are taken to develop a promotional plan, and which current promotional trends might be part of the plan?

SWBAT demonstrate understanding of the following:

- Describe the components and exchanges of an event triangle.
- Explain the effects of media broadcasting on the event triangle.
- Explain the promotional value of entertainment awards.
- Explain the benefits of sponsorship to the sponsor.
- Define endorsements and discuss their restrictions.
- List steps in developing a promotional plan.
- Discuss recent promotional trends and ways to stay current.

Learning Activities:

- Virtual Business® Sports & Entertainment Online Module
 - Sponsorships
- Guided Practice
- Key Term Review
- Student Activity Workbook Standard &
- Poor's Case Study
- Internet Activity
- Discussion
- PowerPoint Presentation
- Cooperative Learning Exercise
- Virtual Field Trips
- DECA Connection Role Play Activity
- Chapter 10 of South-Western Sports and Entertainment Marketing 4e ©2015

Assessments

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DEPARTMENT Business

COURSE Sports & Entertainment Marketing

Formative:

- Classwork and Groupwork
- Teacher Observation
- Entrance/Exit Cards

Summative:

- Quizzes
- Topic Tests

Alternative:

- Observation Assessment with Promotional Planning Activities
- Kahoot/Quizizz
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Career Readiness, Life Literacies, and Key Skills

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Career Education

CRP4: Communicate clearly and effectively with reason.

CRP6: Demonstrate creativity and innovation.

CRP11: Use technology to enhance productivity.

Time Frame	2 Weeks (10 blocks)
Topic	
Selling Sports and Entertainment	
Alignment to Standards	
9.3.MK.2: Implement marketing research to obtain and evaluate information for the creation of a marketing plan.	
9.3.MK.3: Plan, monitor, manage and maintain the use of financial resources for marketing activities.	
9.3.MK.6: Select, monitor and manage sales and distribution channels.	
9.3.MK.7: Determine and adjust prices to maximize return while maintaining customer perception of value.	
9.3.MK.8: Obtain, develop, maintain and improve a product or service mix in response to	

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market opportunities.

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

9.3.MK.10: Use marketing strategies and processes to determine and meet client needs and Wants.

9.3.MK-SAL.1: Access, evaluate and disseminate sales information.

9.3.MK-SAL.2: Apply sales techniques to meet client needs and wants.

9.3.MK-SAL.3: Plan, organize and lead sales staff to enhance sales goals.

Learning Objectives and Activities

SWBAT answer the following questions:

- What do salespeople need to know about their customers and to close a sale?
- How can fans buy tickets for sports and entertainment events?
- How do corporations outside of the sports and entertainment industry use sports and entertainment events for business purposes?

SWBAT demonstrate understanding of the following:

- List the steps involved in the sales process.
- Discuss the management skills and knowledge necessary for successful salespeople.
- Explain the difference between ticket brokers and ticket scalpers..
- Describe the ticket economy and strategies for getting highly sought after tickets.
- Explain sales strategies for attracting groups to sports and entertainment venues.
- Describe how corporations use sports and entertainment to motivate employees and impress clients.

Learning Activities:

- Virtual Business® Sports & Entertainment Online Module
 - Promotion and Social Media
- Guided Practice
- Key Term Review
- Student Activity Workbook Standard &
- Poor's Case Study
- Internet Activity
- Discussion
- PowerPoint Presentation
- Cooperative Learning Exercise
- Virtual Field Trips
- DECA Connection Role Play Activity
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Assessments

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Formative:

- Classwork and Groupwork
- Class Discussion
- Entrance/Exit Cards

Summative:

- Quizzes
- Topic Tests

Alternative:

- Kahoot/Quizizz
- Virtual Business - Assess concepts using online simulation

Interdisciplinary Connections

ELA:

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.9-10.1: When students are justifying their reasoning on short answer and extended constructed response questions they write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Career Readiness, Life Literacies, and Key Skills

See Alignment to Standards Above

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Students will access the Cengage online ebook to further investigate lesson concepts and demonstrate understanding of standards.

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Students will use internet based game sites such as Quizizz, Kahoot, and Quizlet live

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to reflect on their learning progress.

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Students will use Cengage Mindtap, Google Slides and Docs in order to present new ideas and reflect on learning progress.

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Students will use Google Sheets in order to enhance learning in utilizing formulas and manipulating cells.

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

Students will use Google Classroom and Google Sites to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

- 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

Career Education

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP11: Use technology to enhance productivity.

Time Frame	2 Weeks (10 blocks)
Topic	
Sports and Entertainment Legal Issues	
Alignment to Standards	
<p>9.3.12.BM.2: Describe laws, rules and regulations as they apply to effective business operations.</p> <p>9.3.12.BM-BIM.1: Describe and follow laws and regulations affecting business operations and transactions.</p> <p>9.3.IT-WD.10: Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.</p> <p>9.3.LW-LEG.3: Produce written legal materials using writing strategies applicable to the legal</p>	

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services environment.

Learning Objectives and Activities

SWBAT answer the following questions:

- How are the governing bodies of sports involved with athletes and in the fair use of a sports teams' brand?
- How do labor relations affect the sport and entertainment industries?
- What roles do agents, handlers, and advisers play in an athlete's personal and professional life?

SWBAT demonstrate understanding of the following:

- Discuss the role of governing bodies in the sports industry.
- Distinguish between copyright laws, licensing, and fair use.
- Investigate the role of labor unions in sports and entertainment.
- Describe the financial and public relations effects of strikes on sports and entertainment.
- Identify the roles of athletes agents, handlers, and advisers.
- Describe contract law.

Learning Activities:

- Virtual Business® Sports & Entertainment Online Module
 - Player Management
- Guided Practice
- Key Term Review
- Student Activity Workbook Standard &
- Poor's Case Study
- Internet Activity
- Discussion
- PowerPoint Presentation
- Cooperative Learning Exercise
- Virtual Field Trips
- DECA Connection Role Play Activity
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Assessments

Formative:

- Teacher Observation
- Class Debate of how concepts impact individual/society
- Entrance/Exit Cards

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Summative:

- Quizzes
- Topic Tests

Alternative:

- Kahoot/Quizizz
- Virtual Business - Assess concepts using online simulation

Interdisciplinary Connections

ELA:

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

NJSLSA.W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.9-10.1: When students are justifying their reasoning on short answer and extended constructed response questions they write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Career Readiness, Life Literacies, and Key Skills

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Students will access the Cengage online ebook to further investigate lesson concepts and demonstrate understanding of standards.

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Students will use internet based game sites such as Quizizz, Kahoot, and Quizlet live to reflect on their learning progress.

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

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Students will use Cengage Mindtap, Google Slides and Docs in order to present new ideas and reflect on learning progress.

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Students will use Google Sheets in order to enhance learning in utilizing formulas and manipulating cells.

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

Students will use Google Classroom and Google Sites to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

- 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

Career Education

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP9. Model integrity, ethical leadership and effective management.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Time Frame	5 Weeks (20 blocks)
Topic	
The Marketing Game Plan and Capstone Project	
Alignment to Standards	
<p>9.3.MK.2: Implement marketing research to obtain and evaluate information for the creation of a marketing plan.</p> <p>9.3.MK.4: Plan, monitor and manage the day-to-day activities required for continued marketing business operations.</p> <p>9.3.MK.8: Obtain, develop, maintain and improve a product or service mix in response to market opportunities.</p> <p>9.3.MK.9: Communicate information about products, services, images and/or ideas to achieve a desired outcome.</p> <p>9.3.MK.10: Use marketing strategies and processes to determine and meet client needs and wants.</p> <p>9.3.MK-RES.1: Plan, organize and manage day-to-day marketing research activities.</p>	

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9.3.MK-RES.2: Design and conduct research activities to facilitate marketing business decisions.
9.3.MK-RES.3: Use information systems and tools to make marketing research decisions.
9.3.MK-MGT.1: Plan, organize and lead marketing staff to achieve business goals.
9.3.MK-MGT.2: Plan, manage and monitor day-to-day marketing management operations.
9.3.MK-MGT.3: Plan, manage and organize to meet the requirements of the marketing plan.
9.3.MK-MGT.4: Access, evaluate and disseminate information to aid in making marketing management decisions.
9.3.MK-MGT.5: Determine and adjust prices to maximize return and meet customers' perceptions of value.
9.3.MK-MGT.6: Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
9.3.MK-MGT.7: Communicate information about products, services, images and/or ideas.

Learning Objectives and Activities

SWBAT answer the following questions:

- Why is marketing planning important, and what information is needed to begin planning?
- How do strategies help fulfill marketing objectives?
- What are the major components of a marketing plan, and why is positioning an important part of the plan?

SWBAT demonstrate understanding of the following:

- Explain the importance of marketing planning.
- Determine the information needed to begin marketing planning.
- Describe the importance of marketing objectives and strategies.
- Explain how the design of a sports property can be used as a marketing strategy.
- Identify entertainment marketing strategies.
- Describe how a marketing position is developed.
- List and describe the components of a marketing plan.
- Create a sports and entertainment marketing plan

Learning Activities:

- Virtual Business® Sports & Entertainment Online Module
 - Parking and Revenue
 - Ingress and Egress
- Guided Practice
- Key Term Review
- Student Activity Workbook
- Standard & Poor's Case Study
- Internet Activity

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- Discussion
- PowerPoint Presentation
- Cooperative Learning Exercise
- Virtual Field Trips
- DECA Connection Role Play Activity
- Chapter 12 of South-Western Sports and Entertainment Marketing 4e ©2015

Assessments

Formative:

- Classwork and Groupwork
- Teacher Observation
- Class Debate of how concepts impact individual/society
- Graphic Organizer
- Entrance/Exit Cards

Summative:

- Quizzes
- Topic Tests

Benchmark:

- Cumulative exam with multiple choice and short answer questions.
- Capstone Project final assessment -

Alternative:

- Observation Assessment with ?
- Project - give specific example
- Kahoot/Quizizz
- Virtual Business - Assess concepts using online simulation

Interdisciplinary Connections

ELA:

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection,

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organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.9-10.1: When students are justifying their reasoning on short answer and extended constructed response questions they write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Career Readiness, Life Literacies, and Key Skills

See Alignment to Standards Above

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Students will access the Cengage online ebook to further investigate lesson concepts and demonstrate understanding of standards.

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Students will use internet based game sites such as Quizizz, Kahoot, and Quizlet live to reflect on their learning progress.

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Students will use Cengage Mindtap, Google Slides and Docs in order to present new ideas and reflect on learning progress.

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Students will use Google Sheets in order to enhance learning in utilizing formulas and manipulating cells.

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Students will use Google Classroom and Google Sites to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

- 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

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Career Education

CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

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- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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