

**NEW MILFORD PUBLIC SCHOOLS**  
**New Milford, Connecticut**



**Sports and Entertainment Marketing**

June 2016

BOE Approved March 2017

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## **Course Overview**

Sports and Entertainment Marketing is a one-semester course designed to introduce basic marketing principles and processes in relation to the sports and entertainment industry. Topics will include market segments, promotions, pricing, endorsements, risks, sponsorship and countless other sports and entertainment related topics in marketing. The course is designed to pique the interest of students who would like to pursue a career in these fields. In addition, it will educate students as to what goes on behind the scenes in the business. Leadership development will be provided through DECA. Principles of marketing are a prerequisite for sports and entertainment marketing.

## **Pacing Guide**

Introduction to Sports and Entertainment Marketing .....	4 weeks
Products and Pricing .....	4 weeks
Risk and Market Segments .....	4 weeks
Promotion and Licensing.....	4 weeks
Choosing and Preparing a Career.....	2 weeks

# New Milford Public Schools

## Curriculum Template

Committee Member(s): Debbie Knipple Unit Title: Introduction to Sports and Entertainment Marketing	Course/Subject: Sports and Entertainment Marketing Grade Level: 11 to 12 # of Weeks: 4 weeks
<b>Identify Desired Results</b>	
<b>Common Core State Standards</b>	
<ul style="list-style-type: none"> <li>• C: Marketing Planning: Understand concepts and strategies utilized to determine and target marketing strategies to a select audience.</li> <li>• RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</li> <li>• RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li> <li>• RH5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Sports and Entertainment Marketing has a significant impact on our lives and our economy</li> <li>• To be a successful marketer, you need to understand the marketing skills, marketing core functions, and basic concepts of marketing.</li> <li>• Marketing supports competition and offers benefits to consumers.</li> <li>• The marketing mix is a set of tools used to influence buying decisions.</li> <li>• The history of sports and entertainment has an impact on today's markets.</li> </ul>	<ul style="list-style-type: none"> <li>• What is sports and entertainment marketing?</li> <li>• What are the basic concepts of marketing, and how do they apply to the sports and entertainment industries?</li> <li>• How has marketing affected the consumer and the world around us?</li> <li>• What are the skills needed to be successful in marketing.</li> <li>• How can you relate business concepts to marketing sports and entertainment products and services?</li> <li>• How do the marketing core functions apply to sports marketing and entertainment?</li> <li>• How does sports and entertainment marketing provide benefits to consumers?</li> <li>• How has the marketing of sports and entertainment evolved over the years?</li> </ul>

<b>Expected Performances</b> What students should know and be able to do
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Students will know the following:

- The components of demographics and their impact on the marketing mix.
- The history of sports and entertainment and its impact on today's markets.
- Marketing strategies to sell sports and entertainment products
- How the marketing mix applies to sports marketing and entertainment
- The benefits of marketing for a consumer

Students will be able to do the following:

- Identify the components of demographics and explain their impact on the marketing mix.
- Explain the history of sports and entertainment and its impact on today's markets.
- Explain the concept of competition
- Compare and contrast the marketing of sports and entertainment products
- Describe marketing functions and related activities (product/service management, pricing, finance, channel management, marketing information management, selling and promotion)
- Explain the concept of marketing strategies known as the marketing mix (Product, price, place and promotion)
- Apply marketing concepts to a product in sports marketing and entertainment

<b>Character Attribute(s)</b>
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- Respect
- Citizenship

<b>K-8 Technology Competencies</b>
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- Students use telecommunications and collaboration tools to work with peers and others to investigate information and to develop solutions or products.
- Students apply productivity/ multimedia tools and peripherals to support personal productivity, group collaboration, and learning.

<b>Develop Teaching and Learning Plan</b>
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Suggested Teaching Strategies:

- Teacher led discussion on factors that influence consumers to buy.
- Teacher presents unit material using a PowerPoint presentation.
- Teacher directs students on how to complete outline.
- Teacher makes available products to model examples on marketing mix and other market concepts as discussed in PowerPoint.
- Teacher makes available article to read and answer questions; article, "Rare Honus Wagner Baseball Card."
- Teacher directs students on case study and questions, "Is Luxury the Ticket."
- Teacher explains activity game, "Fun with NFL Team Names."
- Teacher explains and models examples loglines for a movie.
- Teacher creates small collaborative groups to apply marketing concepts.

**Suggested Learning Activities:**

- Students will use teacher created outline during the class discussion of the unit.
- Students will read and answer questions; article, "Rare Honus Wagner Baseball Card."
- Students will answer questions on how the baseball card applies to market a product.
- Students will read and answer questions on Case Study on, "Is Luxury the Ticket."
- Students will play activity game, Fun with NFL Team Names.
- Students will read movie loglines and match it with the correct movie.
- Students will work with a partner to create a proposal for a movie.
- Students will answer questions regarding their proposal for their movie.
- Students will apply the marketing mix to their sports movie.
- Students will participate in oral presentation of their proposal product plan and marketing mix.
- Students will apply concepts on activity website, Knowledge Matters.

**Assessments**

<b>Performance Task(s)</b> Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	<b>Other Evidence</b> Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Apply the seven core functions for business in the Sports and Entertainment field.</p> <p>Role: Newly hired marketing director</p> <p>Audience: Marketing Team</p> <p>Situation: Your business has created a new event. As the leader of the team you are to apply the seven core functions for this event.</p> <p>Product or Performance: Event with application of seven core functions.</p> <p>Standards for Success: Through research, students will be able to apply the seven core functions for a new event.</p> <p>NMHS oral presentation rubric will be used for assessment.</p>	<ul style="list-style-type: none"><li>• Completion of outline</li><li>• Level students were able to answer questions on article</li><li>• Level of participation in group and oral discussion</li><li>• Chapter Test (mc, matching, fill in the blank, short answer)</li><li>• Vocabulary Quizzes</li><li>• Student Activity Website</li><li>• Degree to which case study was completed</li><li>• Power point presentation rubric for seven core functions</li></ul>
<b>Resources</b>	

- Article, Rare Honus Wagner Baseball Card."
- Case Study, Is Luxury the Ticket
- Activity Game, Fun with NFL Team Names
- Virtual Business-Sports. Knowledge Matters, Website Activity
- Textbook: Kaser & Oelkers, *Sports and Entertainment Marketing*, Thomson/Southwestern, 2008, Print.

## New Milford Public Schools

### Curriculum Template

Committee Member(s): Debbie Knipple Unit Title: Risk and Market Segments	Course/Subject: Marketing Grade Level: 11 to 12 # of Weeks: 4 weeks
<b>Identify Desired Results</b>	
<b>Common Core State Standards</b>	
<ul style="list-style-type: none"> <li>• C: Market Planning: Understand concepts and strategies utilized to determine and target marketing strategies to a select audience.</li> <li>• RH 7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</li> <li>• RST 3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• A company looks at itself and the world around it to create a marketing plan for reaching goals.</li> <li>• The key to marketing is to know your customer or target market.</li> <li>• Market segmentation helps identify the target market.</li> <li>• The marketing of sports and entertainment is a growing business.</li> <li>• Managing risk is an important financial consideration for sports and entertainment business.</li> </ul>	<ul style="list-style-type: none"> <li>• What do companies look for to create their marketing plan?</li> <li>• What is a target market and how do companies determine this?</li> <li>• How do businesses use market segmentation?</li> <li>• What types of sporting and entertainment products are available to consumers?</li> <li>• What are the sources and categories of business risk, and how are they managed?</li> <li>• What do businesses do to reduce risk while maintain profit goals?</li> <li>• How do target markets and market segments affect a business's marketing efforts?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• The concepts and strategies utilized to determine marketing strategies to a select audience</li> <li>• Elements of a marketing plan</li> <li>• The risks associated with risk management of sports and entertainment events</li> <li>• Types of sporting goods and services available to consumers</li> </ul>	

Students will be able to do the following:

- Describe how businesses use market segmentation
- Define a target market and the factors impacting target market selection
- Explain risks and risk management of sports and entertainment events
- Define the sports consumer and explain market segmentation

**Character Attribute(s)**

- Honesty
- Responsibility

**K-8 Technology Competencies**

- Students use content specific tools, software, and simulations to support learning and research.
- Students use telecommunications and collaboration tools to work with peers and others to investigate information and to develop solutions or products.
- Students apply productivity/ multimedia tools and peripherals to support personal productivity, group collaboration, and learning.

**Develop Teaching and Learning Plan**

Suggested Teaching Strategies:

- Teacher led discussion on risk management and market segmentation.
- Teacher directs students on how to complete outline.
- Teacher presents unit material using a PowerPoint presentation.
- Teacher assigns a celebrity report research paper.
- Teacher assigns case study, “Judge Rules That Colleges Pay Athletes”
- Teacher models examples on marketing mix and target market concepts.
- Teacher creates small collaborative groups to apply the marketing mix and target market concepts. Teacher will assign each group a product.

Suggested Learning Activities:

- Students will use teacher created outline to record notes for note taking.
- Students will research a celebrity and answer questions regarding target market and risks.
- Student will apply marketing mix and target market concepts in small cooperative groups to a product of their choice.
- Student will participate in oral presentation of product plan and marketing mix.
- Students will work in collaborative groups to discuss and role play an assigned case study.
- Students will define terms to their best ability without use of resources.
- Students will do a think- pair- share with another student to evaluate and solve DECA case study,
- Students will apply concepts on activity website, Knowledge Matters.

**Assessments**

**Performance Task(s)**

Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)

**Other Evidence**

Application that is functional in a classroom context to evaluate student achievement of desired results

<p>Goal: Determine the target market for a business in the Sports and Entertainment field.</p> <p>Role: Newly hired marketing director</p> <p>Audience: Marketing Team</p> <p>Situation: Your company has created a new event. As the leader of the marketing team you are to determine the target market for this event.</p> <p>Product or Performance: Target Market and a marketing scheme to attract these members.</p> <p>Standards for Success: Through research, students will be able to determine a target market for the new product.</p> <p>NMHS oral presentation rubric will be used for assessment.</p>	<ul style="list-style-type: none"> <li>• Completion of outline</li> <li>• Level students were able to answer questions and defining terms</li> <li>• Level of participation in group and oral discussion</li> <li>• Chapter Test (mc, matching, fill in the blank, short answer)</li> <li>• NMHS oral presentation rubric</li> <li>• Vocabulary Quizzes</li> <li>• Student Activity Website</li> <li>• Degree to which case study was completed</li> </ul>
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### Resources

- DECA Case Study, [www.DECA.org](http://www.DECA.org)
- Virtual Business-Sports. Knowledge Matters, Website Activity
- Textbook: Kaser & Oelkers, *Sports and Entertainment Marketing*, Thomson/Southwestern, 2008, Print.

## New Milford Public Schools

### Curriculum Template

Committee Member(s): Debbie Knipple Unit Title: Products and Pricing	Course/Subject: Marketing Grade Level: 11 to 12 # of Weeks: 4 weeks
<b>Identify Desired Results</b>	
<b>Common Core State Standards</b>	
<ul style="list-style-type: none"> <li>• D. Product/Service Management: Understand the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.</li> <li>• C: Marketing Planning: Understand concepts and strategies utilized to determine and target marketing strategies to a select audience.</li> <li>• W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li> <li>• RST5: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</li> <li>• RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Price is an essential element in marketing a product to the correct target market.</li> <li>• Executing the proper pricing strategy for a product will help to maintain product acceptance and growth.</li> <li>• Various marketing strategies are used to sustain product sales over time.</li> <li>• The product life cycle represents the stages that a product goes through during its life.</li> <li>• The goal of product positioning is to set the product apart from the competition.</li> </ul>	<ul style="list-style-type: none"> <li>• What factors help determine the price for a sports or entertainment event?</li> <li>• How are prices for products and services determined?</li> <li>• How does a blend of different pricing strategies help to satisfy both consumers' and marketers' wants and needs?</li> <li>• Why are marketing strategies adjusted for different stages of the product life cycle?</li> <li>• What does product positioning mean and how will positioning a product affect the consumer in the consumers mind?</li> <li>• What strategies do companies use to position their products in the marketplace?</li> </ul>

<b>Expected Performances</b> What students should know and be able to do
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• The stages of the product life cycle</li> <li>• Factors used by marketers to position products/services</li> <li>• How supply and demand effect pricing</li> <li>• What legal considerations to consider in pricing</li> <li>• How market trends, and competition determine selling prices</li> <li>• The goals of pricing</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Define price and the factors that affect pricing decisions</li> <li>• List steps for determining price</li> <li>• Discuss pricing strategies used by businesses to increase sales</li> <li>• Identify pricing strategies</li> <li>• Explain the difference between tangible and intangible products</li> <li>• Identify the four stages of the production life cycle</li> <li>• Describe the stages of the product life cycle</li> <li>• Describe product positioning techniques</li> </ul>
Character Attribute(s)
<ul style="list-style-type: none"> <li>• Courage</li> <li>• Compassion</li> </ul>
K-8 Technology Competencies
<ul style="list-style-type: none"> <li>• Students insert a spreadsheet or graph into another document.</li> <li>• Students apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning.</li> </ul>
<b>Develop Teaching and Learning Plan</b>
<p>Suggested Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher led discussion on the importance of Products and Pricing.</li> <li>• Teacher directs students on how to complete outline.</li> <li>• Teacher presents unit material using a PowerPoint presentation.</li> <li>• Teacher will discuss the product life cycle of different products.</li> <li>• Teacher will model a flow chart graphic organizer to explain how a new product goes through the product development stages.</li> <li>• Teacher will discuss questions regarding strategies a company must employ to keep a product in the competitive market.</li> <li>• Teacher demonstrates use of graphic organizer to demonstrate scope and significance and the major goals of pricing.</li> <li>• Teacher creates small cooperative groups to use price comparisons using the internet, catalogues, and flyers.</li> <li>• Teacher invites owner or manager from local sports club to discuss and answer questions regarding their pricing policies.</li> </ul>

**Suggested Learning Activities:**

- Students will use teacher created outline to record notes for note taking.
- Students will review directions and graphic organizer in groups of 2-3 to discuss the product life cycle.
- Students will use a graphic organizer to compare and contrast the product life cycle of two products in entertainment and draw.
- Students will draw a graph showing the stages of the product life cycle for two products in the entertainment industry.
- Students will use organizers and class discussion to summarize stages of the product life cycle and strategies used in each stage.
- Students work in cooperative groups to compare prices of products.
- Students will complete math exercises incorporating manufacturer's cost, wholesaler's markup and intended profit.
- Student's will set up a spreadsheet to demonstrate bundle pricing of a computer and needed software.
- Students will take standardized practice test.
- Students will work in pairs to do self-check on standardized test practice.
- Students will work in collaborative groups to discuss and role play an assigned DECA Case Study.
- Students will apply concepts on activity website, Knowledge Matters.

**Assessments**

<b>Performance Task(s)</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Determine the price of a product for each stage of the product life cycle for a business in the Sports and Entertainment field.  Role: Newly hired marketing director  Audience: Marketing Team  Situation: Your company has created a new event. As the leader of the marketing team you are to justify the price of the product for each stage of the product life cycle.  Product or Performance: Product life cycle and pricing strategy to attract the target market.  Standards for Success: Through research,	<ul style="list-style-type: none"><li>• Level to which student was able to complete graphic organizer</li><li>• Observations of student work habits and ability to use resources</li><li>• Summary of stages of product life cycle</li><li>• Level of participation in the class discussion and group work</li><li>• Chapter Test (multiple choice, fill in the blank, short answer, essay)</li><li>• Standardized Test Practice</li><li>• Vocabulary Quizzes</li><li>• Degree to which Case Study was completed</li><li>• Rubric for Product Life Cycle</li></ul>

students will be able to determine the price of a product for each stage of the PLC.	• NMHS oral presentation rubric
<b>Resources</b>	
<ul style="list-style-type: none"><li>• DECA Case Study, <a href="http://www.DECAd.org">www.DECAd.org</a></li><li>• Virtual Business-Sports. Knowledge Matters, Website Activity</li><li>• INTERNET</li><li>• Textbook: Farese, Kimbrell, Woloszyk. Marketing Essentials. Woodland Hills, CA:</li></ul>	

# New Milford Public Schools

## Curriculum Template

Committee Member(s): Debbie Knipple Unit Title: Promotion and licensing	Course/Subject: Marketing Grade Level: 11 to 12 # of Weeks: 4 weeks
<b>Identify Desired Results</b>	
<b>Common Core State Standards</b>	
<ul style="list-style-type: none"> <li>• E. Promotion: Understand the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.</li> <li>• RH 5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</li> <li>• RST 3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• A balanced mix of appropriate promotional strategies will help to increase customer awareness of products and services.</li> <li>• Advertising is an important element of Sports and Entertainment promotion.</li> <li>• Sponsorships and endorsements are essential as a promotional tool for a business.</li> </ul>	<ul style="list-style-type: none"> <li>• How do marketers arrive at a balanced mix of appropriate promotional strategies?</li> <li>• Why is advertising an important part of promotion?</li> <li>• What are the elements of promotion and how can a business implement them to sell their product?</li> <li>• What is an example of promotion in sports and entertainment marketing?</li> <li>• What steps are taken to develop a promotional plan, and which current promotional trends might be part of the plan?</li> <li>• How can marketers stay current with promotional trends?</li> <li>• What are the benefits of sponsorships and endorsements?</li> </ul>

<b>Expected Performances</b> What students should know and be able to do
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• Concepts of the promotional mix</li> <li>• The role of promotion as a marketing function</li> <li>• The importance of promotions</li> <li>• The role of sponsorship, endorsements and publicity</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Explain the role of promotion as a marketing function</li> <li>• Explain the communication process used in promotion</li> <li>• Define sales promotion</li> <li>• Identify and explain the types of promotion</li> <li>• Explain the benefits of sponsorship</li> <li>• Define endorsements and discuss their restrictions.</li> <li>• Discuss recent promotional trends and ways to stay current</li> <li>• Explain the importance of entertainment product licensing and aspects of royalties</li> </ul>
<b>Character Attribute(s)</b>
<ul style="list-style-type: none"> <li>• Loyalty</li> <li>• Honesty</li> </ul>
<b>K-8 Technology Competencies</b>
<ul style="list-style-type: none"> <li>• Students use content specific tools, software, and simulations to support learning and research.</li> <li>• Students use telecommunications and collaboration tools to work with peers and others to investigate information and to develop solutions or products.</li> <li>• Students apply productivity/ multimedia tools and peripherals to support personal productivity, group collaboration, and learning</li> </ul>
<b>Develop Teaching and Learning Plan</b>

**Suggested Teaching Strategies:**

- Teacher led discussion on Promotion and Licensing.
- Teacher directs students on how to complete outline.
- Teacher presents unit material using a PowerPoint presentation.
- Teacher led discussion regarding endorsements.

**Suggested Learning Activities:**

- Students will use teacher created outline to record notes for note taking.
- Students will participate in teacher led discussions.
- Students research Websites on celebrity endorsements for discussion on benefits of endorsements.
- Students will, in groups of two, use the INTERNET to research a celebrity of interest, and review their endorsement for products and discuss advantages and disadvantages from the endorsement.
- Students will review key terms in groups of 2-3 by completing a fill in the blank enrichment activity.
- Students will complete a multiple choice reading activity follow up.
- Students will discuss their responses to fill in the blank quiz questions with their peers.
- Students summarize the pros and cons of endorsements.
- Students read article, “ How Disney Bought Lucas film-and Its Plans for ‘Star Wars’
- Students read assigned case study, “Changing Nascar’s Target Market “and answer questions assigned to case study.
- Students discuss Case Study in collaborative groups.
- Students complete INTERNET activity website, Knowledge Matters.

<b>Assessments</b>	
<b>Performance Task(s)</b>	<b>Other Evidence</b>
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p> <p><b>Goal:</b> Create a brochure for an event to promote to the target market.</p> <p><b>Role:</b> Newly hired promotions director</p> <p><b>Audience:</b> Marketing Team</p> <p><b>Situation:</b> Your company has created a new product. As the leader of the marketing team you are to create a brochure promoting the event to the target market for this product.</p> <p><b>Product or Performance:</b> Brochure and a promotion marketing scheme to attract these members.</p> <p><b>Standards for Success:</b> Through research, students will be able to create a promotion plan to a target market for the new product.</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p> <ul style="list-style-type: none"> <li>• Observations of student work habits and ability to use resources</li> <li>• Level of participation in the class discussion and group work</li> <li>• Vocabulary Quiz results</li> <li>• Ability to complete reading activities</li> <li>• Chapter Test includes multiple choice, matching, short answer and essay</li> <li>• Degree to which Case Study was completed</li> <li>• NMHS oral presentation and rubric</li> <li>• Rubric for Promotion Brochure</li> </ul>
<b>Resources</b>	
<ul style="list-style-type: none"> <li>• Case Study, Changing Nascar's Target Market.</li> <li>• Article, How Disney Bought Lucas film-and Its Plans for Star Wars"</li> <li>• INTERNET</li> <li>• Virtual Business-Sports. Knowledge Matters, Website Activity Textbook: Kaser &amp; Oelkers, <i>Sports and Entertainment Marketing</i>, Thomson/Southwestern, 2008, Print.</li> </ul>	

# New Milford Public Schools

## Curriculum Template

Committee Member(s): Debbie Knipple Unit Title: Choosing and Preparing for a Career in Sports Marketing and Entertainment	Course/Subject: Grade Level: 11 to 12 # of Weeks: 2 weeks
<b>Identify Desired Results</b>	
<b>Common Core State Standards</b>	
<ul style="list-style-type: none"> <li>• W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li> <li>• RST 5: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...) <ul style="list-style-type: none"> <li>• Careers in marketing depend upon the creativity, initiative, education and demonstrated competencies in business and other fields in applied arts.</li> <li>• The steps in finding a career are to know yourself and match them to a career that is right for you.</li> </ul>	<b>Essential Questions</b> Inquiry used to explore generalizations <ul style="list-style-type: none"> <li>• What are the characteristics and skills needed for success in a sports and entertainment marketing career?</li> <li>• What information is needed to make a career decision?</li> <li>• Why is it important to become actively involved in a professional organization?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• Skills needed in the work place</li> <li>• The importance of marketing careers to the U.S. and economy</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Describe the variety of careers available in sports and entertainment marketing.</li> <li>• Explain the skills needed and ways to prepare for a career in sports and entertainment marketing.</li> <li>• Develop a plan to reach career goals.</li> </ul>	
<b>Character Attribute(s)</b>	
<ul style="list-style-type: none"> <li>• Perseverance</li> </ul>	
<b>K-8 Technology Competencies</b>	
<ul style="list-style-type: none"> <li>• Students apply digital tools to gather, evaluate, and use information.</li> <li>• Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</li> <li>• Students evaluate accuracy and quality of online information.</li> </ul>	

## Develop Teaching and Learning Plan

### Suggested Teaching Strategies:

- Teacher will review key terms through PowerPoint presentation
- Teacher will lead a discussion on career goals
- Teacher will illustrate the six step self-assessment process
- Teacher will familiarize student with INTERNET articles on career planning

### Suggested Learning Activities:

- Students will take part in student discussions of given topics and scenarios.
- Students will brainstorm a list of questions regarding career descriptions.
- Students will, in groups of two, use the INTERNET to research and list advantages and disadvantages of careers in sports marketing and entertainment.
- Students will fill out Questionnaire on INTERNET regarding personality and career assessments.
- Students will answer questions for a personality trait questionnaire to determine personal strengths and interpersonal skills.
- Students will work in pairs to share their reflections on findings of their strengths and skills.
- Students will complete an INTERNET activity researching jobs in the field.
- Students will research websites for places to pursue further education or training in the field of sports and entertainment marketing.
- Students will write a career plan and set career goals.
- Students will read Case Study, The Career of Stan Ovshinsky and answer questions.

## Assessments

<b>Performance Task(s)</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Research a job in the field of sports and entertainment marketing.</p> <p>Role: Career Planner</p> <p>Audience: Students and teacher</p> <p>Situation: Research a sports and entertainment marketing career that interests you. Write a report that answers the following: What is the outlook for this career field? Salary? Job responsibilities? Education and skill requirements?</p> <p>Product or Performance: Written report of a job description for a job in the sports and entertainment field.</p> <p>Standards for Success: Through research,</p>	<ul style="list-style-type: none"> <li>• Richness of responses to INTERNET activity</li> <li>• Observations of student work habits and ability to use resources</li> <li>• Level of participation in the class discussion and group work</li> <li>• Written projects</li> <li>• Student responses through class discussions</li> <li>• Observations of student work habits and ability to use resources</li> <li>• Rubric for job description report</li> </ul>

students will research a career plan and write a report for a job in sports and entertainment marketing.	
<b>Resources</b>	
<ul style="list-style-type: none"><li>• Case Study, The Career of Stan Ovshinsky</li><li>• INTERNET</li><li>• Personal trait questionnaire</li><li>• Textbook: Kaser &amp; Oelkers, <i>Sports and Entertainment Marketing</i>, Thomson/Southwestern, 2008, Print.</li></ul>	