COURSE TITLE: Sports and Entertainment Marketing

Course Description:
Sports and Entertainment Marketing is a specialized course designed to offer students an opportunity to gain knowledge and develop skills related to the growing sports and entertainment industry. This course introduces the student to the major segments of the industry and the social and economic impact the industry has on local, state, national, and global economies. Although no prerequisite is listed, it is suggested that students complete an introductory marketing course prior to taking Sports and Entertainment Marketing.

Potential Certifications/Credentials:
Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute- Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales
# Course Scope and Sequence

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<th>Unit #</th>
<th>Unit Title</th>
<th>Estimated Hours</th>
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<td>Foundational Standards</td>
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<td>10</td>
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Unit Plans of Instruction

Foundational Standards

F1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area, and handling hazardous materials and forces.

F2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

F3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

F4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.

F5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

F6. Discuss and demonstrate ways to value diversity.
Unit 2 Title: Marketing

Content Standards
1. Interpret marketing concepts as they apply to sports and entertainment marketing.
   1a. Define and explain marketing, sports marketing, and entertainment marketing.
   1b. Describe the “four P’s” (Product, Price, Place, Promotion) as they apply to sports and entertainment marketing and explain why each is important.
   1c. Define marketing segmentation and its components.
   1d. Explain the marketing functions as they relate to each component of sports and entertainment events.

Unpacked Learning Objectives

Students know:
● Sports and entertainment marketing concepts.
● Marketing.
● Sports marketing.
● Entertainment marketing.
● The importance of the 4P’s to sports and entertainment marketing.
● Segmentation.
● Components of market segmentation.
● Marketing functions as they relate to each component of sports and entertainment events.

Students are able to:
● Define each element of the marketing concept.
● Interpret marketing concepts as they apply to sports and entertainment marketing.
● Define marketing, sports marketing, entertainment marketing.
● Explain marketing, sports marketing, and entertainment marketing.
● Explain why sports and entertainment activities have a need for marketing.
● Describe the “four P’s” (Product, Price, Place, Promotion) as they apply to sports and entertainment marketing.
● Explain why each element is important to sports and entertainment marketing.
● Provide an example of a product in both sports and entertainment marketing.
● Provide an example of price in both sports and entertainment marketing.
● Provide an example of a place in both sports and entertainment marketing.
● Provide an example of promotion in both sports and entertainment marketing.
● Define the key terms/academic vocabulary associated with market segmentation.
● Define marketing segmentation and its components.
● Discuss why it is important to identify and segment the mass market for a good or service within the field of sports and entertainment marketing.
● Discuss the four criteria for accurately identifying a target market.
● Discuss the four types of market segmentation.
● Explain the concepts of a market, market segmentation, and market identification.
● List each of the seven marketing functions.
● Define each of the seven marketing functions as they relate to sports and entertainment marketing.
● Discuss the related activities associated with each marketing function in the sports and entertainment industry.
● Explain marketing functions and their related activities.

Students understand that:
● The basic marketing concept applies to all types of marketing applications including sports and entertainment marketing.
● Marketing must be applied to all industries including the sports and entertainment industries.
● As with any other industry, the sports and entertainment industry has goods and services that they wish to provide to consumers.
● The Marketing Mix is just as important in sports and entertainment marketing as it is for any business.
● Professionals in the field of sports and entertainment marketing must segment their market.
● The sports and entertainment industry uses the same marketing functions as any other industry.
● Gathering, storing, and analyzing data is just as important in sports and entertainment marketing as it is in any other field.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>Students will describe the 4 Ps of marketing.</th>
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</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will create a KWL chart making a list of things you already know and what you want to know about the four P’s of marketing.</td>
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</tbody>
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# Map of Student Learning by Learning Objective

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<tbody>
<tr>
<td>Interpret sports and entertainment marketing concepts.</td>
<td>Formative: Students will be assessed on the research through observation. Students will be assessed on the PowerPoint using a rubric.</td>
<td>Students will conduct research and identify major historical events in the sports and entertainment industry. Students will create a presentation detailing their research.</td>
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<tr>
<td>Explain marketing, sports marketing, and entertainment marketing.</td>
<td>Formative: Class discussion will be assessed through observation.</td>
<td>Display photos of a stadium. Have students identify elements of marketing in the photo. Students will analyze factors influencing sports and entertainment in the country, and discuss careers and businesses related to the sports and entertainment industry.</td>
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<tr>
<td>Describe how the “four P’s” of marketing apply to sports and entertainment and why they are important.</td>
<td>Formative: Class discussion will be assessed through observation. Students will be assessed on the marketing mix through a quiz. Students will be assessed on their research through a rubric.</td>
<td>Students will discuss how each element of the marketing mix or four P’s will contribute to a business’s success and any possible pitfalls of each element. Students will describe how the marketing mix applies to various products and services. Students will research the marketing mix of at least two existing companies. Write a report that outlines the marketing mix, or four Ps, for these businesses. Discuss similarities and differences between the two.</td>
<td>Computer Smartboard Printer Internet Mr. George’s Academics: Marketing <a href="http://www.georgeacademics.com/LessonPlans/Marketing/lessonMarketing.htm">http://www.georgeacademics.com/LessonPlans/Marketing/lessonMarketing.htm</a> Mr. Kennell’s Classroom: <a href="https://sites.google.com/coalcityschools.org/kennell/sports-ent-marketing">https://sites.google.com/coalcityschools.org/kennell/sports-ent-marketing</a></td>
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<tr>
<td>Explain How each function of marketing relates to sports and entertainment events.</td>
<td>Formative: Students will be assessed on the marketing function through a quiz. Students will be assessed on marketing functions through a quiz.</td>
<td>Review the infographic: <a href="https://www.brafton.com/blog/content-marketing/functions-of-marketing/">https://www.brafton.com/blog/content-marketing/functions-of-marketing/</a> Students will research and discuss how each marketing function relates to sports and entertainment events. Students will explain how each function will contribute to the event’s success and any possible pitfalls of sports and entertainment. Include your findings in a presentation.</td>
<td>Computer Smartboard Printer Internet</td>
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</tbody>
</table>
Key Vocabulary

marketing concept, customer satisfaction, profit, total company approach, key terms/academic vocabulary, marketing, sports marketing, entertainment marketing, marketing mix, product, price, place, promotion, people, packaging, positioning, sales process, market, target market, market segmentation, market identification, mass market, niche market, geographic segmentation, demographic segmentation, generation, psychographic segmentation, values, attitude, behavioral segmentation, marketing functions, selling, distribution and channel management, product/service management, promotion, pricing, financing, Marketing Information Management (MIM), market planning, ticket sales, sponsorships, concessions, merchandise sales

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Students will discuss careers and businesses related to the sports and entertainment industry.

CTSO Connection:

DECA: Sports & Entertainment Marketing Operation Research, Sports & Entertainment Promotion Plan
FBLA: Sports & Entertainment Management

Certification/Credential Connection:

Certified Guest Services Gold
Unit 3 Title: Marketing Information Management

Content Standards
2. Apply concepts of marketing information management to sports and entertainment marketing.
   2a. Explain the role of ethics in marketing information management.
   2b. Describe the use of technology in the marketing information management functions.
   2c. Describe methods businesses use to obtain primary and secondary marketing research data.
   2d. Explain characteristics of effective data-collection instruments and techniques for processing marketing data.

Unpacked Learning Objectives

Students know:
- How the concepts of marketing information apply to sports and entertainment marketing.
- How ethics plays a role in marketing information management.
- How marketing information management utilizes technology.
- How businesses obtain primary and secondary data in marketing research.
- How to use effective data-collection instruments for processing marketing data.

Students are able to:
- Define the key terms/academic vocabulary associated with marketing information management.
- Discuss the need for marketing information management in sports and entertainment marketing.
- Apply concepts of marketing information management to sports and entertainment marketing.
- Define the key terms/academic vocabulary associated with ethics in marketing information management.
- Explain the role of ethics in marketing information management.
- Distinguish the difference between outbound and inbound marketing.
- Identify the main benefits of technology in marketing.
- Define primary data.
- Define secondary data.
- Describe methods businesses use to obtain primary and secondary marketing research data.
- List the instruments and techniques used for processing marketing data.
- Explain characteristics of effective data-collection instruments and techniques for processing marketing data.

Students understand that:
- Gathering, storing, and analyzing data is just as important in sports and entertainment marketing as it is in any other field.
- Ethical behavior is crucial when handling customers' private data.
- Technology has changed the way we communicate with each other and it has definitely changed the way in which organizations interact with
their customers.

- CRM software can be used to ensure that the wants and needs are being met by current, new, and potential customers.
- There are two types of data used in marketing research: primary and secondary data.
- Determining which type to use will be dependent on the question that needs to be answered.
- A combination of primary and secondary data sources are often used in marketing research.
- There are several instruments and techniques used to collect marketing data.
- Deciding on the instrument or technique used will be determined by the type of information that needs to be collected.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>Students will explain the marketing mix.</th>
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<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will create a KWL chart making a list of things you already know and what you want to know about marketing.</td>
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</table>
## Map of Student Learning by Learning Objective

|----------------------------------|--------------------------------------------------------|-------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------|
| **Apply marketing information to sports and entertainment marketing.** | **Formative:** Students will be assessed with a quiz on the concepts of marketing. | Students will discuss the need for marketing information management in sports and entertainment marketing. Students will apply concepts of marketing information management to sports and entertainment marketing. |  | **Computer**  
**Smartboard**  
**Printer**  
**Internet** |
| **Explain how ethics applies to marketing information management.** | **Formative:** Students will be assessed on ethical dilemmas through observation. | Students will be divided into groups of four to five. Each student should write down a real-life ethical dilemma. They may write dilemmas they have experienced personally or those their friends or family may have experienced. |  | **Computer**  
**Smartboard**  
**Printer**  
**Internet** |
| Describe how marketing information management utilizes technology. | Summative: Students will be assessed on marketing with a quiz. | Students will identify the difference between outbound and inbound marketing on a worksheet. Students will Identify the main benefits of technology in marketing. | Computer  
Smartboard  
Printer  
Internet |
|---|---|---|---|
| Describe how to obtain primary and secondary marketing research data. | Formative: Students will be assessed on primary and secondary data through observation. Formative: Students will be assessed on marketing trends through Exit slips. | Students will work in various groups. The primary data group or the secondary data group. The primary data group will create surveys and develop focus groups. The secondary group will utilize the internet, magazine, and newspaper articles. Students will Identify market trends, patterns, and changes. | Computer  
Smartboard  
Printer  
Internet |
| Explain effective data-collection instruments and techniques for processing marketing data. | Formative: Students will be assessed on databases through observation and Exit slips. Formative: Students will be assessed on their outline through a quiz. | Students will work in groups of four and research how to develop databases of information containing specific marketing information and apply databases. Students will outline how database information is used in sports or | Computer  
Smartboard  
Printer  
Internet |
### Key Vocabulary

Marketing Information Management (MIS), database marketing, Customer Relationship Management (CRM), ethics, morals, business ethics, Customer Relationship Management (CRM), primary data, secondary data, survey, poll, order bias, focus groups

### Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Students will create a company and create a marketing mix for their company. After creating a marketing mix, they will compare it to a competing company’s marketing mix.

### CTSO Connection:

FBLA: Intro to Marketing  
DECA: Marketing

### Certification/Credential Connection:

Certified Guest Services Gold
Unit 4 Title: Promotion

Content Standards

3. Compare and contrast the elements of promotion (sales promotion, advertising, personal selling, public relations, and publicity).
   3a. List the advantages and disadvantages of each element of promotion.
   3b. Explain how the promotional elements affect increased sales and growth within a company or industry.
   3c. Describe the use of technology in promotion, including streaming, connectivity to fans at events, interactive media, and social media.

4. Discuss the use of public relations and publicity as promotional tools in sports and entertainment marketing.
   4a. Write a press release for a sports or entertainment event.
   4b. Develop and generate a sport or event newsletter.
   4c. Discuss the importance of media relations.
   4d. Compare and contrast the advertising media used in marketing sports or entertainment events.
   4e. Discuss the impact of negative publicity and describe ways to avoid or counter it.

5. Interpret the elements of the selling process as they relate to sports and entertainment marketing.
   5a. Identify various sales methodologies used in sports and entertainment marketing.
   5b. Explain strategies for attracting secondary sales and the difference between ticket brokers and ticket scalpers.

Unpacked Learning Objectives

Students know:

● Elements of promotion (sales promotion, advertising, personal selling, public relations, and publicity).
● Advantages and disadvantages of each element of promotion.
● Promotional elements and how they affect increased sales and growth within a company or industry.
● Technology used in promotion, including streaming, connectivity to fans at events, interactive media, and social media.
● Public relations and publicity as promotional tools in sports and entertainment marketing.
● How a press release for the sports and entertainment industry is formatted.
● How a sports/event newsletter is formatted.
● The importance of media relations.
● Types of advertising media used in sports or entertainment events.
● To identify negative publicity and describe ways to avoid or counter it.
● The selling process as they relate to sports and entertainment marketing.
● Sales methodologies used in sports and entertainment marketing.
● Strategies for attracting secondary sales
The difference between ticket brokers and ticket scalpers.

Students are able to:
- Explain promotion as one of the four Ps of marketing.
- Identify the elements of the promotional mix
- Compare and contrast the elements of promotion (sales promotion, advertising, personal selling, public relations, and publicity).
- List the advantages and disadvantages of each element of promotion.
- Debate the advantages and the disadvantages of each element of promotion.
- Explain how the promotional elements affect increased sales and growth within a company or industry.
- Describe each promotional element.
- List ways that technology is used in the promotion of sports or entertainment marketing.
- Describe the use of technology in promotion, including streaming, connectivity to fans at events, interactive media, and social media.
- Discuss the use of public relations and publicity as promotional tools in sports and entertainment marketing.
- Describe how publicity affects sports and entertainment marketing.
- Define press release.
- List the elements of a press release.
- Identify and research a sports or entertainment event.
- Write a press release for a sports or entertainment event.
- Create a newsletter for a sports and entertainment event.
- Define media relations.
- Discuss the importance of media relations.
- List types of advertising media used in marketing sports and entertainment events.
- Compare and contrast the advertising media used in marketing sports or entertainment events.
- Define negative publicity.
- Discuss the impact of negative publicity.
- Describe ways to avoid or counter negative publicity.
- List the steps in the selling process.
- Interpret the elements of the selling process as they relate to sports and entertainment marketing.
- Identify various sales methodologies used in sports and entertainment marketing.
- Describe the various sales methodologies used in sports and entertainment.
- Explain the difference between a ticket scalper and a ticket broker.
- Describe how a ticket scalper differs from a ticket broker.

Students understand that:
- Promotion is the element of the marketing mix that typically comes to mind when discussing marketing.
- The promotional mix includes every element that is used to reach a business’ target market.
- The three main goals of a promotional plan is to inform, persuade, and remind customers of the business’ product.
- There are several advantages and disadvantages when using each element of the promotional mix depending on the desired outcome.
- While promotional elements require an upfront cost in the short run when chosen correctly will lead to increased revenue by increasing product sales.
- Technology tools such as social media and streaming services, allow organizations to promote and increase their reach to customers.
- Public relations and publicity are promotion tools used by sports and entertainment organizations to inform and build relationships with, not only customers but with other organizations and media outlets as well.
- Press releases are a way for sports and entertainment organizations to build relationships with the media and its customers.
- A newsletter is a communication tool, to reach consumers.
- Media relations are very important because they help to build brand awareness.
- Media relations are also important to help promote events in the sports and entertainment industry.
- The types of advertising media used in marketing sports and entertainment events are very similar to that of other products, however, organizations can leverage sponsorship and endorsements to promote their products.
- Negative publicity can cause damage to a brand or organization.
- Negative publicity could result in lost sales, lost sponsorships/endorsements, and damage to a brand which could affect customer loyalty.
- The elements of the selling process are used to sell the products of sports and entertainment marketing just as they are with any other organization.
- There are major differences between each sales method.
- It is essential to understand the secondary sales market.

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<tr>
<th>Unit Driving/Essential Question</th>
<th>Students will explain Viral Marketing?</th>
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<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will learn the various dangers and benefits of publicity and being in the public eye.</td>
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## Map of Student Learning by Learning Objective

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<tr>
<td><strong>Compare and contrast the following elements of promotion (sales promotion, advertising, personal selling, public relations, and publicity).</strong></td>
<td><strong>Formative: Students will be assessed through a quiz on promotion.</strong></td>
<td><strong>Students will take a quiz where they will classify the provided promotion examples as either advertising, public relations, sales promotion, or personal selling.</strong></td>
<td><strong>Learning Activity Checklist</strong></td>
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<td><strong>Link to Differentiation Examples</strong></td>
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<td><strong>Create a list of the advantages and disadvantages of each element of promotion.</strong></td>
<td><strong>Formative: Students will be assessed on their table.</strong></td>
<td><strong>Students will fill in a table with advantages, disadvantages, and examples of each type of promotion.</strong></td>
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<td><strong>Formative: Students will be assessed on their definitions through a quiz.</strong></td>
<td><strong>Students should define the difference between a push policy and a pull policy in their own words.</strong></td>
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<td><strong>Explain how promotional elements affect increased sales and growth.</strong></td>
<td><strong>Formative: Students will be assessed through observation of their</strong></td>
<td><strong>Students will select two products to promote and explain how the promotional elements</strong></td>
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<td><strong>Understand how technology is utilized in promotion, including streaming, connectivity to fans at events, interactive media, and social media.</strong></td>
<td><strong>Understand how public relations and publicity as promotional tools relate to sports and entertainment marketing.</strong></td>
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<td>Students will list ways that technology is used in the promotion of sports or entertainment marketing. Students will describe the use of technology in promotion, including streaming, connectivity to fans at events, interactive media, and social media.</td>
<td>Students will research a person or event which has had a lot of recent publicity. Students will research how the publicity impacted the person or event in both a positive and negative way. Students will share their findings with the class and have a discussion about it. Students will explain what they think could have been done differently to improve the situation or why you believe the situation was handled properly.</td>
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<td>Formative: Students will be assessed on their list. Formative: Students will be assessed on Exit slips.</td>
<td>Formative: Students will be assessed on their research through observation. Formative: Students will be assessed on their research through a rubric. Formative: Students will be assessed through observation.</td>
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<td>Computer Smartboard Printer Internet</td>
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<td>Activity</td>
<td>Formative: Students will be assessed on their press releases.</td>
<td>Students will list the elements of a press release. Students will identify and research a sports or entertainment event. Students will write a press release for a sports or entertainment event happening at school.</td>
<td>Technology: Computer Smartboard Printer Internet</td>
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<td>Write a press release for a sports or entertainment event.</td>
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<td><strong>Develop and generate a sport or event newsletter.</strong></td>
<td>Formative: Students will be assessed on their newsletter.</td>
<td>Students will create a newsletter for a sports and entertainment event at school.</td>
<td>Computer Smartboard Printer Internet</td>
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<td><strong>Discuss the importance of media relations.</strong></td>
<td>Formative: Students will be assessed on their KWL chart.</td>
<td>Students will discuss the importance of media relations. Students will create a KWL chart on media relations.</td>
<td>Computer Smartboard Printer Internet</td>
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<td><strong>Compare and contrast the advertising media used to market sports or entertainment events.</strong></td>
<td>Formative: Students will be assessed on their group of activities through a quiz. Formative: Students will be assessed on advertising media through observation</td>
<td>Students will classify a group of activities as either Advertising, Public Relations, Sales Promotion, or Personal Selling. Students will consider the different types of advertising media and</td>
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<td>Activity</td>
<td>Formative Assessment</td>
<td>Summative Assessment</td>
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<td>Explain the impact of negative publicity and ways to avoid or counter it.</td>
<td>Students will consider the selling process. They will select some elements of the selling process and a specific way each process would be used to promote a sports or entertainment event.</td>
<td>Students will research situations that describe negative and positive publicity and how it benefited and/or damaged the reputation of a person or company. Students will write a 200-page paper on what they think could have been done differently to improve the situation or why they believe the situation was handled properly.</td>
<td>Computer, Smartboard, Printer, Internet</td>
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<tr>
<td>Interpret how the selling process relates to sports and entertainment marketing.</td>
<td>Students will be assessed on the selling process through observation.</td>
<td>Formative: Students will be assessed on sales methodologies through a quiz.</td>
<td>Computer, Smartboard, Printer, Internet</td>
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<tr>
<td>Describe various sales methods used in sports and entertainment marketing.</td>
<td>Formative: Students will be assessed on their written papers.</td>
<td>Summative: Students will be assessed on their papers through a rubric.</td>
<td>Computer, Smartboard, Printer, Internet</td>
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</table>
Key Vocabulary

key terms/academic vocabulary, promotional mix, advertising, sales promotion, public relations, personal selling, goals of promotion, inform, persuade, remind, AIDA, attention, interest, desire, action, direct marketing, publicity, maximize sales, increased revenue, streaming, connectivity with fans, interactive media, social media, press conference, press release, headline, summary, date/location, body, boilerplate, end/close, hard copy, media relations, brand awareness, promotional, AIDA model, print media, outdoor media, broadcast media, internet media, influencer, marketing, Word of Mouth Marketing (WOMM), email marketing, sponsorships/endorsements, negative publicity, decoding, incentives, selling process, pre-approach, approach, demonstration, answer questions or objections, close the sale, follow up after the sale, cold calling, leads, advance ticket sales, ticket broker, ticket scalper, National Association of Ticket Brokers

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Students will choose various businesses and identify their revenue stream.

CTSO Connection:

DECA: Sports and Entertainment Marketing Team Decision Making, Sports and Entertainment Marketing Series
FBLA: Management Decision Making, Marketing, Sports Management

Certification/Credential Connection:

Certified Guest Services Gold
Unit 5 Title: Branding

Content Standards

6. Explain the importance of branding in sports and entertainment marketing.
   6a. Define and explain terms referring to brands, including branding, co-branding, brand extensions, and line extensions.
   6b. Explain the branding functions as they relate to each area in sports and entertainment marketing, including logos, slogans, trademarks, brand names, trade names, trade characters, and protection of intellectual properties.

Unpacked Learning Objectives

Students know:
- Branding concepts.
- Branding concepts as they apply to sports and entertainment marketing.
- Branding in sports and entertainment marketing.
- Basic terms for branding: branding, co-branding, brand extensions, and line extensions.
- Branding functions as they relate to each area in sports and entertainment marketing.

Students are able to:
- Explain promotion as one of the four Ps of marketing.
- Identify the elements of the promotional mix.
- Compare and contrast the elements of promotion (sales promotion, advertising, personal selling, public relations, and publicity).
- List the advantages and disadvantages of each element of promotion.
- Debate the advantages and the disadvantages of each element of promotion.
- Explain how the promotional elements affect increased sales and growth within a company or industry.
- Describe each promotional element.
- List ways that technology is used in the promotion of sports or entertainment marketing.
- Describe the use of technology in promotion, including streaming, connectivity to fans at events, interactive media, and social media.
- Discuss the use of public relations and publicity as promotional tools in sports and entertainment marketing.
- Describe how publicity affects sports and entertainment marketing.
- Define press release.
- List the elements of a press release.
- Identify and research a sports or entertainment event.
- Write a press release for a sports or entertainment event.
- Create a newsletter for a sports and entertainment event.
- Define media relations.
- Discuss the importance of media relations.
● List types of advertising media used in marketing sports and entertainment events.
● Compare and contrast the advertising media used in marketing sports or entertainment events.
● Define negative publicity.
● Discuss the impact of negative publicity.
● Describe ways to avoid or counter negative publicity.
● List the steps in the selling process.
● Interpret the elements of the selling process as they relate to sports and entertainment marketing.
● Identify various sales methodologies used in sports and entertainment marketing.
● Describe the various sales methodologies used in sports and entertainment.
● Explain the difference between a ticket scalper and a ticket broker.
● Describe how a ticket scalper differs from a ticket broker.

Students understand that:
● Businesses must understand branding to be successful in today’s competitive market.
● As with any other business, it is important that organizations within the sports and entertainment marketing industry brand themselves.
● Branding is important, especially in the sports and entertainment marketing field, because it helps to bring awareness to the brand, help create brand preference, and build brand loyalty.
● Organizations have the possibility of extending their brand by using co-branding, brand extensions, and line extensions branding strategies.
● Logos, slogans, trademarks, and brand names are a part of the brand’s overall identity.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>Students will explain brand equity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will discuss the value of a strong brand and the characteristics of a successful brand.</td>
</tr>
</tbody>
</table>
## Map of Student Learning by Learning Objective

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Interpret branding as it applies to sports and entertainment marketing.</td>
<td>Formative: Students will be assessed on their branding through exit slips. Formative: Students will be assessed on potential sponsors through observation.</td>
<td>View a photo of a stadium and have students identify how and where branding is used at an event. Students will create a list of possible ideas for branding a sports or entertainment event. Students will identify the potential sponsors and spectators for the event.</td>
<td>Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts &amp; Activities</td>
<td>Equipment List by CTE Cluster</td>
</tr>
<tr>
<td>Describe the importance of branding in sports and entertainment marketing.</td>
<td>Formative: Students are assessed through a quiz on their definitions. Formative: Students will be assessed on their branding examples through a quiz.</td>
<td>Students will define the five stages of brand loyalty. Students will give examples of branding in sports and entertainment marketing.</td>
<td>Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts &amp; Activities</td>
<td>Equipment List by CTE Cluster</td>
</tr>
</tbody>
</table>

- **Formative/Summative**
- **Learning Activity Checklist**
- **Link to Differentiation Examples**
- **Equipment, Technology & Materials**
- **Computer**
- **Smartboard**
- **Printer**
- **Internet**
| Explain branding terms including branding, co-branding, brand extensions, and line extensions. | Formative: Students will be assessed on branding strategies through Exit slips.  
Formative: Students will be assessed on branding and co-branding strategies through a quiz. | Students will describe branding strategies including co-branding, brand extensions, and line extensions.  
Students will provide examples of branding strategies used in sports and entertainment marketing.  
Students will provide an example of a co-branding strategy used in sports and entertainment marketing. | Computer  
Smartboard  
Printer  
Internet |
|---|---|---|---|
| Describe how branding functions relate to each area of sports and entertainment marketing, including logos, slogans, trademarks, brand names, trade names, trade characters, and protection of intellectual properties. | Formative: Students will be assessed on their list through observation.  
Formative: Students will be assessed on their class discussion through observation. | Students will list the branding functions organizations can use to build brand image in the field of sports and entertainment marketing.  
Students will discuss how branding functions are needed and used in sports and entertainment marketing. | Computer  
Smartboard  
Printer  
Internet |
**Key Vocabulary**

- key terms/academic vocabulary, branding, brand identity, brand loyalty, branding strategy, brand licensing, intellectual property, logos, slogans, trademarks, brand names, trade names, trade characters, brand awareness, brand preference, brand reputation, brand trust, co-branding, brand extensions, line extensions

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**Work-Based Learning, Simulated Work Experiences, and Experiential Learning:**

Students will work as a marketing team to promote a product.

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**CTSO Connection:**

- DECA: Sports & Entertainment Marketing Operation Research, Sports & Entertainment Promotion Plan
- FBLA: Sports & Entertainment Management

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**Certification/Credential Connection:**

- Certified Guest Services Gold
Unit 6 Title: Finance

Content Standards
7. Apply concepts and processes associated with successful financial planning in sports and entertainment marketing.
   7a. Explain the economic impact of sports and entertainment marketing.
   7b. Discuss the profit motive and describe economic utility as it applies to sports and entertainment marketing.
   7c. Gather and share information about funding and revenue sources for sports and entertainment businesses.
   7d. Discuss pricing strategies and the role of business ethics in pricing.

Unpacked Learning Objectives

Students know:
- Concepts and processes associated with successful financial planning in sports and entertainment marketing.
- Economic impact of sports and entertainment marketing.
- Profit motive.
- Economic utility as it applies to sports and entertainment marketing.
- Identify revenue sources for sports and entertainment businesses.
- Pricing strategies.
- Role in business ethics in pricing.

Students are able to:
- Define the key terms/academic vocabulary associated with successful financial planning.
- Explain financial planning.
- List and explain financial reports used in a business.
- Apply concepts and processes associated with successful financial planning in sports and entertainment marketing.
- Define economic impact.
- Compare and contrast the direct and indirect economic effects of sports and entertainment events.
- Explain the economic impact of sports and entertainment marketing.
- Define profit motive.
- Discuss the profit motive.
- Describe economic utility as it applies to sports and entertainment marketing.
- Discuss how sports and entertainment marketing provide customers with form, time, place, information, and possession utility.
- Describe four tools to use in doing financial analysis.
- Discuss sources of funding and revenue for the Sports and entertainment business.
- Discuss fraudulent pricing strategies.
- Describe the five main concepts to stay away from.
Students understand that:
- As with any business, sports and entertainment organizations can only be successful with proper financial planning.
- Sports and entertainment marketing events impact the economy of the host city in multiple ways, creating additional employment opportunities.
- Marketing is set in motion with a basic understanding of economic concepts.
- Money and the management of money are the driving force behind all profitable businesses.
- Pricing a product ethically is a major decision for any business.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What is the profit motive and what is economic utility?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will explain the economic impact of sports and entertainment. They will discuss the profit motive, economic utility, and pricing strategies, and share information about funding and revenue sources.</td>
</tr>
</tbody>
</table>
## Map of Student Learning by Learning Objective

<table>
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</thead>
<tbody>
<tr>
<td>Apply processes associated with financial planning in sports and entertainment marketing.</td>
<td>Formative: Students will be assessed with Exit slips. Formative: Students will be assessed on their research using a rubric. Formative: Students will be assessed on their chart through a quiz.</td>
<td>Students will explain financial planning in sports and entertainment. Students will research a company of their choice and find the company’s annual financial report. Students will generate a chart from the data and a forecast of the company’s next-quarter based on the company’s previous financial history.</td>
<td></td>
<td>Computer Smartboard Printer Internet EconEd: Economics of Sports lesson plans <a href="https://www.econedlink.org/resources/collection/economics-of-sports/">https://www.econedlink.org/resources/collection/economics-of-sports/</a></td>
</tr>
<tr>
<td>Describe the economic impact of sports and entertainment marketing.</td>
<td>Formative: Students will be assessed using Exit slips. Formative: Students will be assessed on the economic impact through a quiz.</td>
<td>Students will compare and contrast the direct and indirect economic effects of sports and entertainment events.</td>
<td></td>
<td>Computer Smartboard Printer Internet</td>
</tr>
<tr>
<td>Activity</td>
<td>Assessment</td>
<td>Tools</td>
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<tr>
<td>Students will explain the economic impact of sports and entertainment marketing.</td>
<td>Students will explain the economic impact of sports and entertainment marketing.</td>
<td>St. Louis Federal Reserve: <a href="https://www.stlouisfed.org/education/page-one-economics-classroom-edition/economics-of-subsidizing">https://www.stlouisfed.org/education/page-one-economics-classroom-edition/economics-of-subsidizing</a></td>
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</tr>
</tbody>
</table>
| Explain the profit motive and economic utility as it applies to sports and entertainment marketing.                                                                                                                                                                                                                                    | Formative: Students will be assessed on economic utility through Exit slips. Formative: Students will be assessed on their class discussion through observation.                                          | Computer  
Smartboard  
Printer  
Internet |
| Discuss information about funding and revenue sources for sports and entertainment businesses.                                                                                                                                                                                                                                    | Formative: Students will be assessed on the financial analysis tool through Exit slips. Formative: Students will be assessed on their class discussion through observation.                                          | Computer  
Smartboard  
Printer  
Internet |
| Explain pricing strategies and ethics in business pricing.                                                                                                                                                                                                                                                                     | Formative: Students will be assessed on their class discussion through observation. Formative: Students will be assessed on pricing concepts through Exit slips.                                                     | Computer  
Smartboard  
Printer  
Internet |
Key Vocabulary

key terms/academic vocabulary, financial planning, revenue, cost control, sales forecast, asset, liability, balance sheet, income statement, budget, financial goal, cash flow management, investment management, debt management, tax management, economic impact, economic resources, economic utility, profit motive, form utility, time utility, place utility, information utility, possession utility, revenue source, economic risk, risk management, pricing strategies, equity capital, debt capital

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Students will know the pricing strategies to stay away from in a business setting.

CTSO Connection:

DECA: Explain the principles of supply and demand, Describe the concept of price
FBLA: Explain the nature and scope of the pricing function, Explain factors affecting pricing decisions

Certification/Credential Connection:

Certified Guest Services Gold
Unit 7 Title: Product and Event Planning

Content Standards
8. Analyze product and service marketing as it relates to sports and entertainment marketing.
   8a. Describe the use of technology in product and service management.
   8b. Discuss factors used by marketers to position sports and entertainment products and services.
   8c. Describe factors that influence positioning of corporate brands in sports and entertainment marketing.

9. Develop a plan to organize, staff, and carry out a sports or entertainment event.
   9a. Demonstrate teamwork and collaboration skills needed to reach a common goal.
   9b. Develop and implement timelines to produce a successful and profitable sports or entertainment event.

10. Develop and present a complete sports or entertainment marketing plan.
    10a. Determine the components of a sports or entertainment marketing plan.
    10b. Explain the role of promotion in a sports or entertainment marketing plan.
    10c. Explain the role of sponsorship in a sports or entertainment marketing plan.

11. Create sports and entertainment campaigns, utilizing effective communication techniques.
    11a. Identify methods of effective communication for a sports or entertainment activity.
    11b. List the steps necessary to prepare a promotional campaign in the sports and entertainment field.
    11c. Demonstrate effective speaking and presentation skills.
    11d. Describe methods of communication that may be used to conduct business with clients and vendors.

Unpacked Learning Objectives

Students know:
- Product and service marketing.
- How to relate product and service marketing to sports and entertainment marketing.

Students are able to:
- Define basic marketing terms and give an example of each.
- Gain an understanding of basic marketing concepts.

Students understand that:
- How products and services relate to sports and entertainment marketing.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>Students will explain E-tailing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will create a presentation on the channels of distribution.</td>
</tr>
</tbody>
</table>
## Map of Student Learning by Learning Objective

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Analyze how product and service marketing relate to sports and entertainment marketing.</td>
<td>Summative: Students will be assessed on their research through a rubric. Summative: Students will be assessed on their PowerPoint presentations through a rubric.</td>
<td><a href="https://rtrsports.com/en/blog/sports-marketing-types-marketing-of-sport-and-marketing-through-sport/">Learning Activity Checklist</a> Describe the differences in Marketing OF a Sport and Marketing THROUGH a Sport. Have students analyze the products and services needed to produce a sporting event.</td>
<td><a href="https://rtrsports.com/en/blog/sports-marketing-types-marketing-of-sport-and-marketing-through-sport/">Concept &amp; Activities</a> <a href="https://rtrsports.com/en/blog/sports-marketing-types-marketing-of-sport-and-marketing-through-sport/">Examples</a></td>
<td><a href="https://rtrsports.com/en/blog/sports-marketing-types-marketing-of-sport-and-marketing-through-sport/">Equipment List by CTE Cluster</a> <a href="https://rtrsports.com/en/blog/sports-marketing-types-marketing-of-sport-and-marketing-through-sport/">Link to Helpful Tech Tools</a></td>
</tr>
<tr>
<td>Describe the use of technology in product and service management.</td>
<td>Formative: Students will be assessed on their concept map.</td>
<td>Students will create a concept map outlining the types of product lines and brands of a particular company. Allow students to choose the company they will research. They can draw or</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Aluminum State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction Updated as of Sep 16, 2022
| Activity                                                                 | Formative: Students will be assessed on their drawings. | Students will draw sample packaging and write a description of ideas for product marketing. Inform students that they will be displaying the concept maps and new products to the class. | Computer  
Smartboard  
Printer  
Internet |
|-------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| Discuss factors used by marketers to position sports and entertainment products and services. | Students will complete an infographic or poster illustrating their understanding of factors used by marketers to position a sports and entertainment product or service, including price, quality, features, benefits, competition, and relation to another product. |                                                                                                                                  | Computer  
Smartboard  
Printer  
Internet |
| Describe factors that influence positioning of corporate brands in sports and entertainment marketing. | Students will be assessed on their infographic or poster. | Students will complete an infographic or poster illustrating their understanding of factors used by marketers to position a sports and entertainment product or service, including price, quality, features, benefits, competition, and relation to another product. | Computer  
Smartboard  
Printer  
Internet |
| Develop a plan to organize, staff, and carry out a sports or entertainment event. | Students will be assessed on their part of the plan. | Students will work in groups of three or four. Each group will work on a part of the plan to organize staff and carry out a sports or entertainment event. | Computer  
Smartboard  
Printer  
Internet |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Formative Assessment</th>
<th>Additional Information</th>
<th>Technology Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate teamwork and collaboration skills needed to reach a common goal.</td>
<td>Formative: Students will be assessed on their think-pair-share, and an exit slip.</td>
<td>Students will do a think-pair-share, explaining how teamwork and collaboration skills are used to reach a common goal.</td>
<td>Computer, Smartboard, Printer, Internet</td>
</tr>
<tr>
<td>Develop and present a complete sports or entertainment marketing plan.</td>
<td>Formative: Students will be assessed on their part of the sports and entertainment plan.</td>
<td>Students will work in groups of three-four. Each group will work on a part of the sports and entertainment marketing plan. When completed the class will pull it all together.</td>
<td>Computer, Smartboard, Printer, Internet</td>
</tr>
<tr>
<td>Determine the components of a sports or entertainment marketing plan.</td>
<td>Formative: Students will be assessed on their PowerPoint.</td>
<td>Students will create a PowerPoint on the components of a sports and entertainment plan. Once the plan is completed students will present their plan to the class.</td>
<td>Computer, Smartboard, Printer, Internet</td>
</tr>
<tr>
<td>Create sports and entertainment campaigns, utilizing effective communication techniques.</td>
<td>Formative: Students will be assessed on their campaign.</td>
<td>Students will create a sports and entertainment campaign utilizing effective communication techniques. Students will display their campaign to the class.</td>
<td>Computer, Smartboard, Printer, Internet</td>
</tr>
</tbody>
</table>
| Identify methods of effective communication for a sports or entertainment activity. | Formative: Students will be assessed on their concept map. | Students will create a concept map outlining methods of effective communication for a sports or entertainment activity. | Computer  
Smartboard  
Printer  
Internet |

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**Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction**  
**Updated as of Sep 16, 2022**
Key Vocabulary

- product marketing
- service marketing
- digital sports
- fan engagement
- stadiums
- marketing research
- commercialization
- company branding
- venue aesthetics
- venue maintenance
- maintenance appeal
- product life cycle
- quality control
- production line
- job analysis
- probationary period
- salary
- project management
- event coordinator
- internal communication systems
- external communication systems
- swot
- situation analysis
- implementation
- media strategies
- promotion
- public relations
- sponsorship
- ambush marketing

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Students will know the pricing strategies to stay away from in a business setting.

CTSO Connection:

- DECA: Explain the principles of supply and demand, Describe the concept of price
- FBLA: Explain the nature and scope of the pricing function, Explain factors affecting pricing decisions

Certification/Credential Connection:

- Certified Guest Services Gold
Unit 8 Title: Sports Marketing

Content Standards
12. Differentiate among the components of the sports marketing industry.
   12a. Differentiate between professional sports and amateur sports.
   12b. Discuss the impact of global marketing on international sporting and entertainment events.
   12c. Describe how management functions differ in college, amateur, and professional sports.
   12d. Explain the personal financial impact of participating in amateur and recreational sports.
   12e. Gather and share information on the impact of sports and sporting events on the economy.

13. Evaluate the management functions necessary for college, amateur, and professional sports.
   13a. Describe how the National Collegiate Athletic Association (NCAA) relates to the sports industry.
   13b. Explain the importance of management for professional sports.
   13c. Describe the characteristics and roles of sports agents, team owners, players’ organizations, and general managers.
   13d. Determine the economic impact of a major sporting event for a city or community.

Unpacked Learning Objectives

Students know:
- Differentiate among the components of the sports marketing industry.
- Differentiate between professional sports and amateur sports.
- Explain how global marketing affects international sporting and entertainment events.
- Describe the differences in management functions for college, amateur, and professional sports.
- Explain the financial impact of participating in amateur and recreational sports.
- Share information on the impact of sports and sporting events on the economy.
- Describe management functions for college, amateur, and professional sports.
- Describe how the National Collegiate Athletic Association (NCAA) relates to the sports industry.
- Explain the importance of professional sports management.
- Describe the roles of sports agents, team owners, players’ organizations, and general managers.
- Determine the economic impact of a major sporting event for a city or community.

Students are able to:
- Describe the components of the sports marketing industry.
- Explain how each component relates to sports marketing.
- Examine the differences between professional sports and amateur sports.
- List the differences between professional and amateur sports.
● Analyze the impact of global marketing on international sporting and entertainment events.
● Explain global marketing.
● Explain the benefit of playing in college, as an amateur, and a professional.
● Describe how the National Collegiate Athletic Association (NCAA) relates to the sports industry.
● Explain the personal financial impact of participating in amateur and recreational sports.
● Describe some benefits of playing amateur and recreational sports.
● Discuss the impact of global marketing on international sporting and entertainment events. Describe how management functions differ in college, amateur, and professional sports.
● Explain the type of managerial staff needed for college, amateur and professional sports.
● Explain the importance of the National Collegiate Athletic Association (NCAA) to the sports industry.
● Describe how rule changes are handled in the NCAA.
● Describe the role of management in professional sports.
● Create a list of salaries for professional sports management staff.
● Describe the characteristics and roles of each of the following: sports agents, team owners, players’ organizations, and general managers.
● Create a salary list of the following staff members: sports agents, team owners, players’ organizations, and general managers.
● Describe the economic impact of a major sporting event for a city or community.
● Describe the economic impact of a sporting event in your city.

Students understand that:
● How products and services relate to sports and entertainment marketing.
● How sports and entertainment brands are positioned.
● How effective and efficient channels of distribution for sports and entertainment events are arranged.
● Productivity is improved with an organized staff.
● Sports and Entertainment businesses cannot function without teamwork and collaboration.
● Developing timelines and effective communications tools are essential to Product and Event Planning.
● Internal and External communications systems are an important tool for sports and entertainment events.
● Marketing plans are used to plan, promote, organize, manage, and evaluate the components of an event.
● A sports and entertainment plan provides creative ways to entertain fans.
● Marketing plans are to maintain existing advantages and provide a greater number of promotions to encourage repeat purchases.
● Marketing plans pursue specific population segments for the purpose of sales.
● The role of the communication process in entertainment campaigns.
● The role of the communication process in sports marketing.
<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>Which step in the hierarchy of communication aims to persuade consumers about a brand’s advantages and get them to like the brand?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will identify effective communication techniques to use in their marketing campaign.</td>
</tr>
</tbody>
</table>
## Map of Student Learning by Learning Objective

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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>SWBAT</td>
<td>Formative/Summative</td>
<td>Learning Activity Checklist</td>
<td>Link to Differentiation Examples</td>
<td>Equipment List by CTE Cluster</td>
</tr>
<tr>
<td>Differentiate among the components of the sports marketing industry.</td>
<td>Formative: Students will be assessed on their campaign through observation.</td>
<td>Students will create a Sports or entertainment campaign for an item of their choosing.</td>
<td></td>
<td>Link to Helpful Tech Tools</td>
</tr>
<tr>
<td></td>
<td>Formative: Students will be assessed on promotion strategies through observation.</td>
<td>Students will include specific and creative strategies needed to promote the event, company, or product. Each campaign should include at least one element of effective communication techniques, sales promotion, public relations, and advertising.</td>
<td></td>
<td>Computer</td>
</tr>
<tr>
<td></td>
<td>Formative: Students will be assessed on their research through a rubric.</td>
<td>Students will research various options and competitors’ marketing campaigns to support their decisions.</td>
<td></td>
<td>Smartboard</td>
</tr>
<tr>
<td></td>
<td>Formative: Students will be assessed on ethics through observation.</td>
<td></td>
<td></td>
<td>Printer</td>
</tr>
<tr>
<td></td>
<td>Formative: Students will be assessed on their Powerpoint presentations through a rubric.</td>
<td></td>
<td></td>
<td>Internet</td>
</tr>
<tr>
<td>Differentiate between professional sports and amateur sports.</td>
<td>Formative: Students will be assessed on their charts.</td>
<td>Students will complete a chart where they will compare and contrast professional sports and amateur sports. Students will place their findings in a PowerPoint presentation and present it to the class.</td>
<td>Computer Smartboard Printer Internet</td>
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</tr>
<tr>
<td>Discuss the impact of global marketing on international sporting and entertainment events.</td>
<td>Formative: Students will be assessed through observation.</td>
<td>Students will be led in a discussion on how global marketing impacts international sporting and entertainment events.</td>
<td>Computer Smartboard Printer Internet</td>
<td></td>
</tr>
<tr>
<td>Describe how management functions differ in college, amateur, and professional sports.</td>
<td>Formative: Students will be assessed on their posters.</td>
<td>Students will be divided into three groups. Each group will create a poster illustrating how management functions differ in college, amateur, and professional sports. Each group will take one of the three types of sports.</td>
<td>Computer Smartboard Printer Internet</td>
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<tr>
<td>Activity</td>
<td>Assessment</td>
<td>Technology</td>
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<tr>
<td>Gather and share information on the impact of sports and sporting events on the economy.</td>
<td>Students will do a think-pair-share, describing the impact of sports and sporting events on the economy.</td>
<td>Computer, Smartboard, Printer, Internet</td>
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<tr>
<td>Evaluate the management functions necessary for college, amateur, and professional sports.</td>
<td>Students will complete a chart where they will compare and contrast management functions necessary for college, amateur, and professional sports. Students will discuss their charts with the class.</td>
<td>Computer, Smartboard, Printer, Internet</td>
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<tr>
<td>Describe how the National Collegiate Athletic Association (NCAA) relates to the sports industry.</td>
<td>Students will complete a chart where they will compare and contrast financial institutions and insurance institutions. Students will discuss their charts with the class.</td>
<td>Computer, Smartboard, Printer, Internet</td>
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<tr>
<td>Describe the characteristics and roles of sports agents, team owners, players’ organizations, and general managers.</td>
<td>Students will create a fact sheet to describe the characteristics and roles of sports agents, team owners, players, organizations, and general managers.</td>
<td>Computer, Smartboard, Printer, Internet</td>
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</tr>
</tbody>
</table>
| Determine the economic impact of a major sporting event for a city or community. | Formative: Students will be assessed on their think-pair-share. | Students will do a think-pair-share, describing the economic impact of a major sporting event on a city or community. | Computer  
Smartboard  
Printer  
Internet |
Key Vocabulary

atmospherics, community relations, professional sports, amateur sports, competitive advantage, licensing, royalty, blue chip-athletes, NCAA, fringe benefits, athletic director, recreational sports, global marketing, international sports, sports agents, team owners, players’ organizations, general managers, economic impact, recruitment

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Students will understand how to be ethical in their promotions as well as any regulations they need to be aware of.

CTSO Connection:

DECA: Marketing Communications Team Decision Making, Marketing Management Series, Creative Marketing Project, Advertising Campaign, Professional Selling
FBLA: Marketing

Certification/Credential Connection:

Certified Guest Services Gold
Unit 9 Title: Entertainment Marketing

Content Standards
14. Analyze the field of marketing as it relates to the elements of the entertainment industry, including television, radio, music, movies, theater, and fine arts.
   14a. Examine the history of each element of the entertainment industry and develop a timeline showing its relationship to the economy.
   14b. Examine the current economic impact of the entertainment industry on local, national, and international markets.
   14c. Examine changes in marketing related to technology and to trends in public opinion.

Unpacked Learning Objectives

Students know:
- Elements of the entertainment industry.
- History of each element of the entertainment industry.
- Timeline showing elements of the entertainment industry and its relationship to the economy.
- Current economic impact of the entertainment industry on local, national, and international markets.
- How technology and public opinion trends change marketing.

Students are able to:
- Describe how marketing relates to the elements of the entertainment industry, including television, radio, music, movies.
- Create a list of the elements of the entertainment industry.
- Develop a timeline showing each element of the entertainment industry's relationship to the economy.
- Describe the history of each element of the entertainment industry.
- Describe the current economic impact of the entertainment industry on local, national, and international markets.
- Explain why economics would influence the entertainment industry.
- Analyze changes in marketing as it relates to technology.
- Create a list of current public opinion trends.

Students understand that:
- Entertainment Marketing
- is very diverse with a variety of entertainment-related products.
- It is necessary to understand the history of each element of the entertainment industry.
- The economic impact of the entertainment industry is very beneficial to local, national, and international markets.
- The importance of recent trends and controversies in the entertainment industry.
<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What are companies that have merged with or bought out competing companies to become major producers called?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will create a KWL chart making a list of things you already know and what you want to know about entertainment marketing.</td>
</tr>
</tbody>
</table>
## Map of Student Learning by Learning Objective

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Analyze the field of marketing as it relates to the elements of the entertainment industry, including television, radio, music, movies, theater, and fine arts.</td>
<td>Summative: Students will be assessed on their research through a rubric. Formative: Students will be assessed on their group project through observation. Formative: Students will be assessed through a rubric. Formative: Students will be assessed through a rubric.</td>
<td>Students will research a safety issue that has plagued the tourism industry, then write a one-page paper explaining the incident, its effects, and how similar incidents can be avoided in the future. Students will split up into two groups: group one for video game violence and group two against video game violence. Have the students quickly research their point of view. Mediate a debate between the two groups. Students will research an entertainment product of their choice, then write.</td>
<td></td>
<td>Computer Smartboard Printer Internet</td>
</tr>
</tbody>
</table>

**Learning Activity Checklist**

**Link to Differentiation Examples**

**Equipment List by CTE Cluster**

**Link to Helpful Tech Tools**
<table>
<thead>
<tr>
<th>Activity</th>
<th>Formative: Students will be assessed on their concept map.</th>
<th>Formative: Students will be assessed on their charts.</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>a brief description on how the product is distributed to consumers.</td>
<td>Students will create a promotion plan to market their entertainment product during an awards show.</td>
<td>Students will research the current economic impact of the entertainment industry on local, national, and international markets.</td>
<td>Computer</td>
</tr>
<tr>
<td>Students will choose an entertainment product, such as a movie, album, or television show.</td>
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<td>Students will create a chart of the economic impact of the entertainment industry on local, national, and international markets and the importance of each.</td>
<td>Smartboard</td>
</tr>
<tr>
<td>Students will create a promotion plan to market their entertainment product during an awards show.</td>
<td></td>
<td>Students will discuss their findings with the class.</td>
<td>Printer</td>
</tr>
<tr>
<td>Examine the history of each element of the entertainment industry and develop a timeline showing its relationship to the economy.</td>
<td></td>
<td></td>
<td>Internet</td>
</tr>
<tr>
<td>Examine the current economic impact of the entertainment industry on local, national, and international markets.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Activity</td>
<td>Method</td>
<td>Description</td>
<td>Tools</td>
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<tr>
<td>Examine changes in marketing related to technology and to trends in</td>
<td>Formative: Students will be assessed through observation.</td>
<td>Students will brainstorm with a peer and create a list describing the changes</td>
<td>Computer, Smartboard, Printer, Internet</td>
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<tr>
<td>public opinion.</td>
<td></td>
<td>in marketing as it relates to technology and trends in public opinion.</td>
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</tr>
</tbody>
</table>
Key Vocabulary
radio, television, movies, theater, fine arts, economy, information utility, market economy, capital goods, scarcity, public opinion, trends

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:
Students will understand safety issues and how to promote a product or event.

CTSO Connection:
DECA: Sports and Entertainment Marketing Team Decision Making, Travel and Tourism Team Decision Making, Sports and Entertainment Marketing
FBLA: Digital Video Production, Marketing

Certification/Credential Connection:
Certified Guest Services Gold
Unit 10 Title: Legal Issues and Ethics

Content Standards
15. Interpret the legal and ethical ramifications of behaviors and practices in the sports and entertainment marketing field.
   15a. Define the term ethics as it relates to sports and entertainment marketing.
   15b. Discuss the impacts of unethical behavior.
   15c. Discuss the purpose of contracts and explain why they are needed.
   15d. Explain the importance of copyright laws and trademarks.

16. Discuss the elements of risk associated with the industry of sports and entertainment marketing.
   16a. Define risk and describe the categories of risk.
   16b. Analyze various strategies for risk management.
   16c. Explain the need for event insurance.
   16d. Explain the legal issues and risks related to each area in sports and entertainment marketing, including logos, slogans, trademarks, brand names, trade names, and trade characters, and protect all intellectual properties.

Unpacked Learning Objectives

Students know:
- Legal and ethical ramifications of behaviors and practices in the sports and entertainment marketing field.
- Ethics as it relates to sports and entertainment marketing.
- Impacts of unethical behavior.
- The purpose of contracts and why they are needed.
- The importance of copyright laws and trademarks.
- The elements of risk associated with sports and entertainment marketing.
- The definition of risk.
- Categories of risk.
- Strategies for risk management.
- Need for event insurance.
- Legal issues and risks related to each area in sports and entertainment marketing.

Students are able to:
- Describe the legal and ethical ramifications of behaviors and practices in the sports and entertainment marketing field.
- List an unethical practice and describe how to resolve it with ethics.
- Explain the role of ethics in sports and entertainment.
- Create a scenario of an ethical situation.
- Analyze the impacts of unethical behavior.
- Describe some examples of unethical behavior.
- Discuss athletes, agents, handlers, and advisers.
- Describe contract law.
- Discuss trademarks and copyright laws.
- Explain how to obtain a trademark or copyright.
- List the elements of risk associated with sports and entertainment.
- Explain the various elements of risk associated with sports and entertainment.
- Explain each category of risk management.
- Explain how risk management benefits a company.
- Explain various strategies for risk management.
- Describe at least four risk management strategies.
- Discuss the legal issues and risks related to each area in sports and entertainment marketing, including logos, slogans, trademarks, brand names, trade names, trade characters, and all intellectual properties.
- Explain the importance of logos, slogans, trademarks, brand names, trade names, trade characters, and all intellectual properties to sports and entertainment marketing.

Students understand that:
- How legal and ethical behaviors relate to the sports and entertainment marketing field.
- Business should be conducted with integrity, trust, and fairness, which are all core standards of ethics.
- Ethics are an important part of sound business.
- Labor and management must cooperate if a business is to succeed.
- Why it is important for federal laws to have an impact on the sports and entertainment industry.
- There are four strategies associated with risk.
- Sports and Entertainment businesses require taking risks.
- It is important to understand the strategies for risk management.
- Event insurance helps protect your specific event.
- There are several risks involved with sports and entertainment and how they impact sports and entertainment marketing.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>Students will describe moral principles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will discuss the importance of ethical decision-making and the effects decisions have on organizations, consumers, and employees.</td>
</tr>
</tbody>
</table>
## Map of Student Learning by Learning Objective

<table>
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<tbody>
<tr>
<td>Interpret the legal and ethical ramifications of behaviors and practices in the sports and entertainment marketing field</td>
<td>Formative: Students will be assessed on their ethics through observation. Formative: Students will be assessed on ethics through observation.</td>
<td>Students will create an example of one of the offenses listed on an Ethics vocabulary sheet introduced by the instructor. After each student has presented their scenario, have the class offer alternatives to the action and what they think would be the consequences of the action. Students will be the contestants to review the business ethics vocabulary words. The rest of the students will volunteer one-word clues to help the contestants guess the vocabulary words. The student who has the highest number of correct guesses wins the review.</td>
<td></td>
<td>Computer&lt;br&gt;Smartboard&lt;br&gt;Printer&lt;br&gt;Internet</td>
</tr>
</tbody>
</table>

**Equipment List by CTE Cluster**<br>Link to Helpful Tech Tools
<table>
<thead>
<tr>
<th>Task</th>
<th>Method</th>
<th>Assessment</th>
<th>Supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define the term ethics as it relates to sports and entertainment marketing.</td>
<td>Formative: Students will be assessed through observation.</td>
<td>Students will be led in a discussion on how ethics relates to sports and entertainment marketing.</td>
<td>Computer, Smartboard, Printer, Internet</td>
</tr>
<tr>
<td>Discuss the purpose of contracts and explain why they are needed.</td>
<td>Formative: Students will be assessed on their think-pair-share.</td>
<td>Students will do a think-pair-share, explaining the purpose of contracts and why they are needed.</td>
<td>Computer, Smartboard, Printer, Internet</td>
</tr>
<tr>
<td>Explain the importance of copyright laws and trademarks.</td>
<td>Formative: Students will be assessed on their think-pair-share.</td>
<td>Students will do a think-pair-share, explaining the importance of copyright laws and trademarks.</td>
<td>Computer, Smartboard, Printer, Internet</td>
</tr>
<tr>
<td>Discuss the elements of risk associated with the industry of sports and entertainment marketing.</td>
<td>Formative: Students will be assessed on their list.</td>
<td>Students will brainstorm with a peer and create a list describing the elements of risk associated with sports and entertainment marketing.</td>
<td>Computer, Smartboard, Printer, Internet</td>
</tr>
<tr>
<td>Define risk and describe the categories of risk.</td>
<td>Formative: Students will be assessed on their fact sheets.</td>
<td>Students will create a fact sheet defining and describing the categories of risk.</td>
<td>Computer, Smartboard, Printer, Internet</td>
</tr>
<tr>
<td>Analyze various strategies for risk management.</td>
<td>Formative: Students will be assessed on their fact sheet.</td>
<td>Students will create a fact sheet to list all the strategies for risk management. Screening potential job candidates for jobs in finance.</td>
<td>Computer, Smartboard, Printer, Internet</td>
</tr>
<tr>
<td>Explain the legal issues and risks related to each area in sports and entertainment marketing, including logos, slogans, trademarks, brand names, trade names, and trade characters, and protecting all intellectual properties.</td>
<td>Formative: Students will be assessed on their infographic or poster.</td>
<td>Students will be led in a discussion on the legal issues and risks related to sports and entertainment marketing. Students will then choose an area and create an infographic, poster, podcast, or multimedia presentation discussing their chosen area and the legal issues and risks.</td>
<td>Computer, Smartboard, Printer, Internet</td>
</tr>
</tbody>
</table>
Key Vocabulary

| human risk, risk retention, ethics, principles, integrity, unethical acts, fairness, trust, collective bargaining, salary cap, agents, contracts, copyright, trademark, insurable risk, controllable risk, risk management, risk, liable, event insurance, trade characters, intellectual properties |

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Students will learn to use ethics in all business situations.

CTSO Connection:

DECA: Explain the nature of managerial ethics, Foster positive working relationship
FBLA: Business Ethics, Introduction to Business

Certification/Credential Connection:

Certified Guest Services Gold