

# SEM(Y2)#2 High School & Intercollegiate Athletics

Content Area: **CTE**  
Course(s): **Sports Management & Marketing**  
Time Period: **November**  
Length: **30 days**  
Status: **Published**

## Unit Overview:

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Successful athletic teams depend on high caliber athletes who can deliver top-notch performances. Recruiting athletes is the most important element for future success of college and professional teams. Sanctioning bodies are the groups or organizations that regulate sports and the sports participants. They establish the rules that the athletes must follow.

Understanding the components of the governing bodies of sports organizations at the high school and intercollegiate levels, is a critical component to managing successful professionals and events.

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## Essential Questions:

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- How can high school and college athletic teams make community and business connections through DECA
- How does the athletic recruitment process work?
- How does the NCAA help to create a fair "playing field" for all members?
- Why are ethics important?

## Standards/Indicators/Student Learning Objectives (SLOs):

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9.3.12.BM.1	Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
9.3.12.BM.2	Describe laws, rules and regulations as they apply to effective business operations.
9.3.12.BM.4	Identify, demonstrate and implement solutions in managing effective business customer relationships.
9.3.12.BM.5	Implement systems, strategies and techniques used to manage information in a business.
9.3.12.BM.6	Implement, monitor and evaluate business processes to ensure efficiency and quality results.
9.3.12.BM-ADM.2	Access, evaluate and disseminate information for business decision making.
9.3.12.BM-ADM.3	Plan, monitor and manage day-to-day business activities.
9.3.12.BM-BIM.1	Describe and follow laws and regulations affecting business operations and transactions.
9.3.12.BM-MGT.2	Access, evaluate and disseminate information for business decision making.

9.3.12.BM-MGT.3	Apply economic concepts fundamental to global business operations.
9.3.21.BM-MGT.1	Describe and follow laws and regulations affecting business operations and transactions.
12.9.3.MK.1	Describe the impact of economics, economics systems and entrepreneurship on marketing.
12.9.3.MK.2	Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
12.9.3.MK.3	Plan, monitor, manage and maintain the use of financial resources for marketing activities.
12.9.3.MK.4	Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
12.9.3.MK.5	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
12.9.3.MK.6	Select, monitor and manage sales and distribution channels.
12.9.3.MK.7	Determine and adjust prices to maximize return while maintaining customer perception of value.
12.9.3.MK.9	Communicate information about products, services, images and/or ideas to achieve a desired outcome.
12.9.3.MK.10	Use marketing strategies and processes to determine and meet client needs and wants.

## **Enduring Understandings:**

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### The Learner Will...

research and develop a thorough understanding of the governing bodies of high school and intercollegiate sports organizations. Through exploration of the recruitment process, students will determine the criteria for college divisions and the regulations and legalities associated with the recruitment process and division levels. They will explore career opportunities available through high school and college sports organizations. They will connect the learning and application of skills through discovery of DECA competitive events with the goal of becoming effective creative and critical thinkers and problem-solvers.

- Apply Practiced Strategies to DECA case studies, role plays, and competitions in an effort to master professional skills for workplace readiness
- Discover the processes, legalities, and ethical practices involved with the athletic recruitment process.
- Understand the organizations who govern high school and intercollegiate sports.

## **Lesson Titles:**

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- Classify the governing bodies of interscholastic and intercollegiate sports
- Consider & discuss the application of Title IX to the NCAA
- Construct an organizational structure for collegiate sports divisions
- Critique the impact of legalized gambling on sports
- Determine how a mission statement reflects the values of a company.
- Discover career opportunities in intercollegiate sports
- Discover the economic impact of sports on a local community
- Distinguish between divisions (I,II,III)

- Examine High School and Interscholastic organizations
- Explore external factors impacting the NCAA
- Explore procedures for managing and leading in sports organizations
- Identify procedures and practices of the NJCAA, NAIA, and NCAA
- Investigate the benefits of sports in academic performance
- Investigate the college recruitment process
- Spotlight a diverse success story in sports or entertainment
- Understand the purpose & goals of athletic divisions.

## **Career Readiness, Life Literacies, & Key Skills:**

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Digital tools can be used to display data in various ways.

Individuals from different cultures may have different points of view and experiences.

A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.

Digital tools and media resources provide access to vast stores of information that can be searched.

Brainstorming can create new, innovative ideas.

Individuals should practice safe behaviors when using the Internet.

Understanding income involves an analysis of payroll taxes, deductions and earned benefits.

There are strategies to improve one's professional value and marketability.

Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.

Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

## **Inter-Disciplinary Connections:**

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LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.2.12.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global

society.

## **Equity Considerations**

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Culturally Responsive Teaching recognizes and celebrates that our students come from a variety of backgrounds and experiences and traditions, including (dis)ability cultures. It is the intent to connect activities, assignments, readings, and projects to students' home cultures and experiences. The classroom is a community where knowledge is created within the context of students' cultural, traditional, and social experiences. The instruction shall enable students to identify and analyze applicable theories concerning inequalities in human nature and behavior, and further emphasize the responsibility of each human to have an awareness of equity considerations and take appropriate measures to practice them in our society.

## **Holocaust Mandate**

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**Topic:** Sports Spotlight: (To be used throughout the school year.) This research activity will give students the opportunity to spotlight/profile a diverse person/business in the field of sports or entertainment.

**Materials Used:** Students will use multiple internet resources to gather biographical information. They will create a one page biography in Google applications and may choose from various presentation software applications to present to the class.

**Addresses the Following Component of the Mandate:** Biographical information will be researched, collected and presented of a Holocaust Era person/business and his/her/its contributions in the field of sports or entertainment. The purpose is for promoting a wider implementation of awareness regarding the many contributions and impacts that have been made to American society.

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

## **Amistad Mandate**

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**Topic:** Sports Spotlight: (To be used throughout the school year.) This research activity will give students the opportunity to spotlight/profile a diverse person/business in the field of sports or entertainment.

**Materials Used:** Students will use multiple internet resources to gather biographical information. They will create a one page biography in Google applications and may choose from various presentation software

applications to present to the class.

**Addresses the Following Component of the Mandate:** Biographical information will be researched, collected and presented of an African American person/business and his/her/its contributions in the field of sports or entertainment. The purpose is for promoting a wider implementation of awareness regarding the many contributions and impacts that have been made to American society.

- Amistad
- Contributions of African Americans to our Society

## **LGBTQ and Disabilities Mandate**

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**Topic:** Sports Spotlight: (To be used throughout the school year.) This research activity will give students the opportunity to spotlight/profile a diverse person/business in the field of sports or entertainment.

**Materials Used:** Students will use multiple internet resources to gather biographical information. They will create a one page biography in Google applications and may choose from various presentation software applications to present to the class.

**Addresses the Following Component of the Mandate:** Biographical information will be researched, collected and presented of an LGBTQ person or owned business and his/her/its contributions in the field of sports or entertainment. The purpose is for promoting a wider implementation of awareness regarding the many contributions and impacts that have been made to American society.

- Economic
- Political
- Social

## **Climate Change**

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**Topic:** Sports Spotlight: (To be used throughout the school year.) This research activity will give students the opportunity to spotlight/profile a diverse person/business in the field of sports or entertainment.

**Materials Used:** Students will use multiple internet resources to gather biographical information. They will create a one page biography in Google applications and may choose from various presentation software applications to present to the class.

**Addresses the Following Component of the Mandate:** Biographical information will be researched, collected and presented of a person or business that is a **pro OR anti-climate change supporter**, and

his/her/its contributions in the field of sports or entertainment. The purpose is for promoting a wider implementation of awareness regarding the many contributions and impacts that have been made to American society.

- Economic
- Political
- Social

### **Asian American Pacific Islander Mandate**

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**Topic:** Sports Spotlight: (To be used throughout the school year.) This research activity will give students the opportunity to spotlight/profile a diverse person/business in the field of sports or entertainment.

**Materials Used:** Students will use multiple internet resources to gather biographical information. They will create a one page biography in Google applications and may choose from various presentation software applications to present to the class.

**Addresses the Following Component of the Mandate:** Biographical information will be researched, collected and presented of an LGBTQ person or owned business and his/her/its contributions in the field of sports or entertainment. The purpose is for promoting a wider implementation of awareness regarding the many contributions and impacts that have been made to American society.

- Economic
- Political
- Social

### **Summative Assessment:**

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- Alternate Assessment
- Benchmark
- Marking Period Assessment
- Oral Presentation Rubric
- Performance Task/Evaluation Rubric
- Written Evaluation/Rubric

### **Benchmark Assessments**

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Skills-based assessment

Reading response

Writing prompt

Lab practical

## **Alternative assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Formative Assessment:**

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- Anticipatory Set
- Brainstorm
- Closure
- Exit Ticket
- Learning Log
- Pair/Share
- Peer Evaluation
- The Gray Zone
- Warm-Up

## **Resources & Materials:**

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- DECA Competitive Events and Practice Materials
- Learning, Achievement, Performance Packets (LAPs) - MBA Research
- Online DECA Resources, including: [njdeca.org](http://njdeca.org), [deca.org](http://deca.org), [decadirect.org](http://decadirect.org)
- Online Resource Bundle: The Marketing Teacher's Resource Bundle

- Online Text: Sports-More Than Just a Score!, Jeff McCauley
- Online Text: Marketing Dynamics - Goodheart Wilcox
- Various online sports blogs, including: IEG, Sports Business daily, Sports Geek, Digital & Social Media Sports, Future Sports, Marketing Hacks
- Various online sports websites, including: CBSSports,, ESPN, Yahoo!Sports, NBCSports, BleacherReport, MARCA. Goal.com, and BBCSports

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

Addressing Bloom's Taxonomy/Depth of Knowledge: to attain a desired level or depth of knowledge, the students will: explore, apply, examine, analyze, and discover through their learning activities. for mor information, reference individual lesson plans.

- Article Read & Respond
- Case Studies Analysis
- Individual and group projects
- Internet Research
- Large Group Discussion
- Online Activities
- Partner Project/Activities
- Public Speaking/Student Presentations
- Reading Activity/Text/Workbook
- Teacher Lecture/Notes
- Teacher Provided Activities

## **Modifications**

### **ELL Modifications:**

- Be flexible with time frames, deadlines, or modify assessments
- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Create planned opportunities for interaction between individuals in the classroom
- Provide study guides prior to tests
- Read directions to the student
- Vary test formats

### **IEP & 504 Modifications:**

\*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of concrete materials and objects (manipulatives)

## **G&T Modifications:**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities

## **At Risk Modifications**

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The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Assistance in maintaining uncluttered space
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule

- Graphic organizers
- Have students restate information
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Varied reinforcement procedures
- Work in progress check

## **Technology Materials and Standards**

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- Calculators
- Chromebook
- Google Applications
- Google Classroom Interface
- Internet
- Microsoft Office Suite
- Personal Technology Devices
- Promethean Board
- Various Google Extensions

## **Computer Science and Design Thinking Standards**

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CS.K-2.8.1.2.DA.2

Store, copy, search, retrieve, modify, and delete data using a computing device.

Individuals collect, use, and display data about individuals and the world around them.

Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.

Data can be used to make predictions about the world.