SEM(Y2)#6 Emerging Issues in Sports

Content Area: **CTE**
Course(s): **Sports Management & Marketing**
Time Period: **May**
Length: **40 days**
Status: **Published**

Unit Overview:

The sports and entertainment arena is an ever changing landscape. It is important for these industries have clarity in the position they and their members take on societal views. In this unit, students will be introduced to various emerging issues within the sports and entertainment industries, the industries' responses and the impact on the organizations and businesses involved with the issues. Students will apply tools and strategies acquired during this unit to ethical dilemmas and problem-solving situations for which they must employ academic and critical thinking skills.

Essential Questions:

- Is it ethical for professional athletes to post their personal views on social media?

- Should E-Sports be considered as professional sports?

- Should extreme sports be marketed to young children?

- Why should I buy tickets to an event, when I can just watch it on TV?

Standards/Indicators/Student Learning Objectives (SLOs):

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:

The Learner will...

understand the need to incorporate diversity and flexibility into the professional sports industry. Students will determine the barriers and accomplishments of groundbreaking changes to the practice and performance of athletes in the global arena. They will develop an awareness of technology infusion into the sports and entertainment experience and discover the opportunities for advancement in this field. They will incorporate skills to assess the impact of ethical behavior on an athlete's promotional value.

• Approach a global perspective to personal values.

• incorporate the added value of technology advances.

• Understand athletes as role models.

• Understand the changing landscape of ethical issues in sports

Lesson Titles:

• Analyze extreme sports and their contribution to society

• Create an e-sports marketing campaign

• Critique the marketing of extreme sports

• Determine standards and expectations of minority athlete role models, in society

- Determine the position of extreme sports in the global marketplace

- Discover career opportunities as extreme sport athletes

- Discover new software advances to enhance the fan experience

- Examine the rising popularity of extreme sports

- Examine the role of e-sports athletes

- Explore the various and diversified use of technology in sport

- Explore the world of E-Sports

- Investigate athletes and their use of social media

- Investigate liability issues in extreme sports

- Investigate women and minority athlete role models in the global arena

- Spotlight a diverse success story in sports or entertainment

- Understand the position of social media in the sports industry

Career Readiness, Life Literacies, & Key Skills:

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
	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.
	There are strategies to improve one's professional value and marketability.
	Individuals from different cultures may have different points of view and experiences.
	Digital tools can be used to display data in various ways.
	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

Inter-Disciplinary Connections:

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

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

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

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

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

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

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:

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

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Alternative assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Formative Assessment:

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

Resources & Materials:

- DECA Competitive Events and Practice Materials

- Learning, Achievement, Performance Packets (LAPs) - MBA Research

- Online DECA Resources, incluging: njdeca.org, deca,org, 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:

- 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

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

- 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

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.