

# SEM(Y3) #5 Sport/Event Distribution

Content Area: **CTE**  
Course(s): **Foundations of Marketing, Sports Management & Marketing**  
Time Period: **February**  
Length: **10 days**  
Status: **Published**

## Unit Overview:

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This unit furthers student knowledge of distribution's role and function in a sport/event business. Students will explore the impact that the type of consumer has on sports distribution systems. Throughout the unit, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. These skills will be applied through DECA role play scenarios and case studies throughout the course.

## Essential Questions:

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- How are sport and event products distributed?
- How can I make a community and business connections through DECA?
- What regulations and agreements impact sport and event products?

## Enduring Understandings:

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The Learner will understand operation's role and function in business to value its contribution to a company. They will connect the learning and application of skills through discovery of DECA competitive events with the goal of becoming effective, creative, 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
- Determine the impact that the type of consumer has on sport/event distribution systems
- Examine distribution systems for the sport/event industries

## 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.

## Lesson Titles:

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- 1. Discover opportunities with DECA campaigns, events, and competitions
- 10. Describe direct and complex (indirect) distribution systems in sports marketing
- 2. Investigate differences between distribution systems for tangible and intangible products
- 3. Identify the distribution system for sport activities.
- 4. Investigate the distribution system for sporting goods
- 5. Examine the distribution system for sports business services
- 6. Discover the distribution system for sports entertainment/spectator sports
- 7. Explore the distribution system for sports media
- 8. Discuss the impact that the type of consumer has on sports distribution systems
- 9. Identify types of intermediaries used by sports marketers

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

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WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
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).

TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).  With a growth mindset, failure is an important part of success.

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## Inter-Disciplinary Connections:

TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

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## 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.

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## Holocaust Mandate

**Topic:** S & E Sensations: (To be used throughout the school year.) This research activity will give students the opportunity to spotlight/profile a diverse influencer/product in the field of sports or entertainment marketing.

**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:** S & E Sensations: (To be used throughout the school year.) This research activity will give students the opportunity to spotlight/profile a diverse influencer/product in the field of sports or entertainment marketing.

**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:** S & E Sensations: (To be used throughout the school year.) This research activity will give students the opportunity to spotlight/profile a diverse influencer/product in the field of sports or entertainment marketing.

**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:** S & E Sensations: (To be used throughout the school year.) This research activity will give students the opportunity to spotlight/profile a diverse influencer/product in the field of sports or entertainment marketing.

**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:** S & E Sensations: (To be used throughout the school year.) This research activity will give students the opportunity to spotlight/profile a diverse influencer/product in the field of sports or entertainment marketing. .

**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
- Virtual Business Sports & Entertainment Series, Knowledge Matters

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

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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 more 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**

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### **ELL Modifications:**

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- 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

### **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

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

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\*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)

### **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.