

# Sports and Entertainment Marketing

## Course Compendium

### UNITS OF STUDY\*

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- Unit 1- The World of Sports and Entertainment Marketing
- Unit 2- Sports Products - Economic Impact of Sports Marketing
- Unit 3-Branding and Licensing in the Sports Industry
- Unit 4- Entertainment Products and Marketing
- Unit 5- Sports and Entertainment Marketing Plans - Careers

### INTERDISCIPLINARY CONNECTIONS

#### **NJSLS Companion Standards Grades 9-12**

#### **(Reading & Writing in Science & Technical Subjects)**

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**RH.9-10.9.** Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

**NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **21st Century Life and Careers**

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP7.** Employ valid and reliable research strategies.

**CRP9.** Model integrity, ethical leadership and effective management.

**CRP10.** Plan education and career paths aligned to personal goals.

**CRP11.** Use technology to enhance productivity.

**Credits: 2.5 Grades: 10, 11, 12** This course fulfills the graduation requirement for career education/practical arts.

This course is designed for students interested in sports, entertainment and event marketing. The topics that are covered include: sports marketing profiles, categories of sports, sports products, product and price decisions, branding and licensing, sports promotion, entertainment products and marketing, entertainment promotion and careers. Activities include creative group projects, case studies, guest speakers and class trips.

## **9.1 PERSONAL FINANCIAL LITERACY**

**9.1.12.A.1** Differentiate among the types of taxes and employee benefits.

**9.1.12.A.2** Differentiate between taxable and nontaxable income.

**9.1.12.A.3** Analyze the relationship between various careers and personal earning goals.

**9.1.12.A.8** Analyze different forms of currency and how currency is used to exchange goods and services.

**9.1.12.A.9** Analyze how personal and cultural values impact spending and other financial decisions.

**9.1.12.A.10** Demonstrate how exemptions and deductions can reduce taxable income.

**9.1.12.A.13** Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.

**9.1.12.B.4** Analyze how income and spending plans are affected by age, needs, and resources.

**9.1.12.B.5** Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.

**9.1.12.D.1** Calculate short- and long-term returns on various investments (e.g., stocks, bonds, mutual funds, IRAs, deferred pension plans, and so on).

**9.1.12.D.2** Assess the impact of inflation on economic decisions and lifestyles.

**9.1.12.D.3** Summarize how investing builds wealth and assists in meeting long- and short-term financial goals.

**9.1.12.G.1** Analyze risks and benefits in various financial situations.

**9.1.12.G.3** Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, given different liability limits and risk factors.

## **Technology**

**8.2.12.D.6** Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

**8.2.8.E.1** Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

## GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> <li>- Personal glossary</li> <li>- Text-to-speech</li> <li>- Extended time</li> <li>- Simplified / verbal instructions</li> <li>- Frequent breaks</li> </ul> <p><a href="#">WIDA Can Do Descriptors for Grade 9-12</a>  <a href="#">WIDA Essential Actions Handbook</a>  <a href="#">FABRIC Paradigm</a>  <a href="#">Wall Township ESL Grading Protocol</a></p> <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> <li>- Small group/One to one</li> <li>- Additional time</li> <li>- Review of directions</li> <li>- Student restates information</li> <li>- Space for movement or breaks</li> <li>- Extra visual and verbal cues and prompts</li> <li>- Preferential seating</li> <li>- Follow a routine/schedule</li> <li>- Rest breaks</li> <li>- Verbal and visual cues regarding directions and staying on task</li> <li>- Checklists</li> <li>- Immediate feedback</li> </ul> <p>Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.</p> <p><a href="#">Considerations for Special Education Students 6-12</a>  <a href="#">National Center on Universal Design for Learning - About UDL</a>  <a href="#">UDL Checklist</a>  <a href="#">UDL Key Terms</a></p>	<ul style="list-style-type: none"> <li>- Use of high level academic vocabulary/texts</li> <li>- Problem-based learning</li> <li>- Preassess to condense curriculum</li> <li>- Interest-based research</li> <li>- Authentic problem-solving</li> <li>- Homogeneous grouping opportunities</li> </ul> <p><a href="#">Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12 Gifted Programming Standards</a>  <a href="#">Gifted Programming Glossary of Terms</a></p>
<b>Students with 504 Plan</b>		
<p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>		
At Risk Learners / Differentiation Strategies		
<ul style="list-style-type: none"> <li>Alternative Assessments</li> <li>Choice Boards</li> <li>Games and Tournaments</li> <li>Group Investigations</li> <li>Learning Contracts</li> <li>Leveled Rubrics</li> <li>Personal Agendas</li> <li>Homogeneous Grouping</li> </ul>	<ul style="list-style-type: none"> <li>Independent Research &amp; Projects</li> <li>Multiple Intelligence Options</li> <li>Project-Based Learning</li> <li>Varied Supplemental Activities</li> <li>Tiered Activities/Assignments</li> <li>Tiered Products</li> <li>Mini-Workshops to Reteach or Extend</li> <li>Use of Collaboration of Various Activities</li> </ul>	<ul style="list-style-type: none"> <li>Exploration by Interest</li> <li>Flexible Grouping</li> <li>Goal-Setting with Students</li> <li>Open-Ended Activities</li> <li>Varied Product Choices</li> <li>Stations/Centers</li> <li>Work Alone/Together</li> </ul>

*\*See individual units for Pacing Guide, NJSL Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*