Unit 3:Entrepreneurship and Career Exploration

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Belleville Public Schools

Curriculum Guide

SPORTS & ENTERTAINMENT MARKETING, Grades 10-12

Unit 3: Entrepreneurship and Career Exploration

Belleville Board of Education

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Unit Overview

The theme for this unit is Career Awareness. Students will explore career choices within the Sports and Entertainment industries, in addition to realizing related professional organizations and development within franchises and venues. Students will also explore and simulate Entrepreneurship, where they will develop innovations, design company logos, brands, packaging and social media platforms of their own, with related promotional plans utilizing Sports and Entertainment. The Entrepreneurship unit will also emphasize the critical personal attributes, workplace skills, human and financial resources required to bring a product or service to market.

Enduring Understanding

- Entrepreneurship is a process by which we utilize problem solving and innovation skills to form a

profitable business.
- Students should, throughout their lifetime be cognizant of career choices available to them within the fields of Sports and Entertainment.
- Students will be readily aware of professional organizations and educational opportunities available to them in aspiring to a career within Sports and Entertainment Marketing.
- Students will have the ability to research and secure resources required to start a business and to market a product/service.

Essential Questions

- What are they key elements of a business plan?
- What do you believe to be characteristics of a successful entrepreneur?
- What is the difference between a corporation and a partnership?
- What are functions of a human resources organization?
- How do you demonstrate being a team player?
- When is an oral presentation effective?
- What are the career opportunities available in sports and entertainment marketing?
- Do you belong to a professional organization?
- What are the benefits to being a member of a professional organization?
- Is continued professional development necessary?

Exit Skills

By the end of Unit 3, the student should be able to:

- Describe characteristics of successful entrepreneurs
- Realize the importance of small business to the U.S. economy
- Identify functions of human resources and significance of attracting and retaining good employees
- Demonstrate effective team playing skills
- Demonstrate effective interpersonal skills
- Synthesize and articulate information via oral presentation
- Describe a variety of careers and development opportunities in sports and entertainment
- Recognize the benefits of being actively involved in student professional organizations
- Participate in professional development opportunities

New Jersey Student Learning Standards (NJSLS-S)

9.3.MK.1	Describe the impact of economics, economics systems and entrepreneurship on marketing.
9.3.MK.2	Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
9.3.MK.4	Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
9.3.MK.6	Select, monitor and manage sales and distribution channels.
9.3.MK.8	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
9.3.MK.10	Use marketing strategies and processes to determine and meet client needs and wants.
9.3.MK-RES.2	Design and conduct research activities to facilitate marketing business decisions.
9.3.MK-RES.3	Use information systems and tools to make marketing research decisions.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
PFL.9.1.12.E.4	Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.

Interdisciplinary Connections

LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
	Quantities.

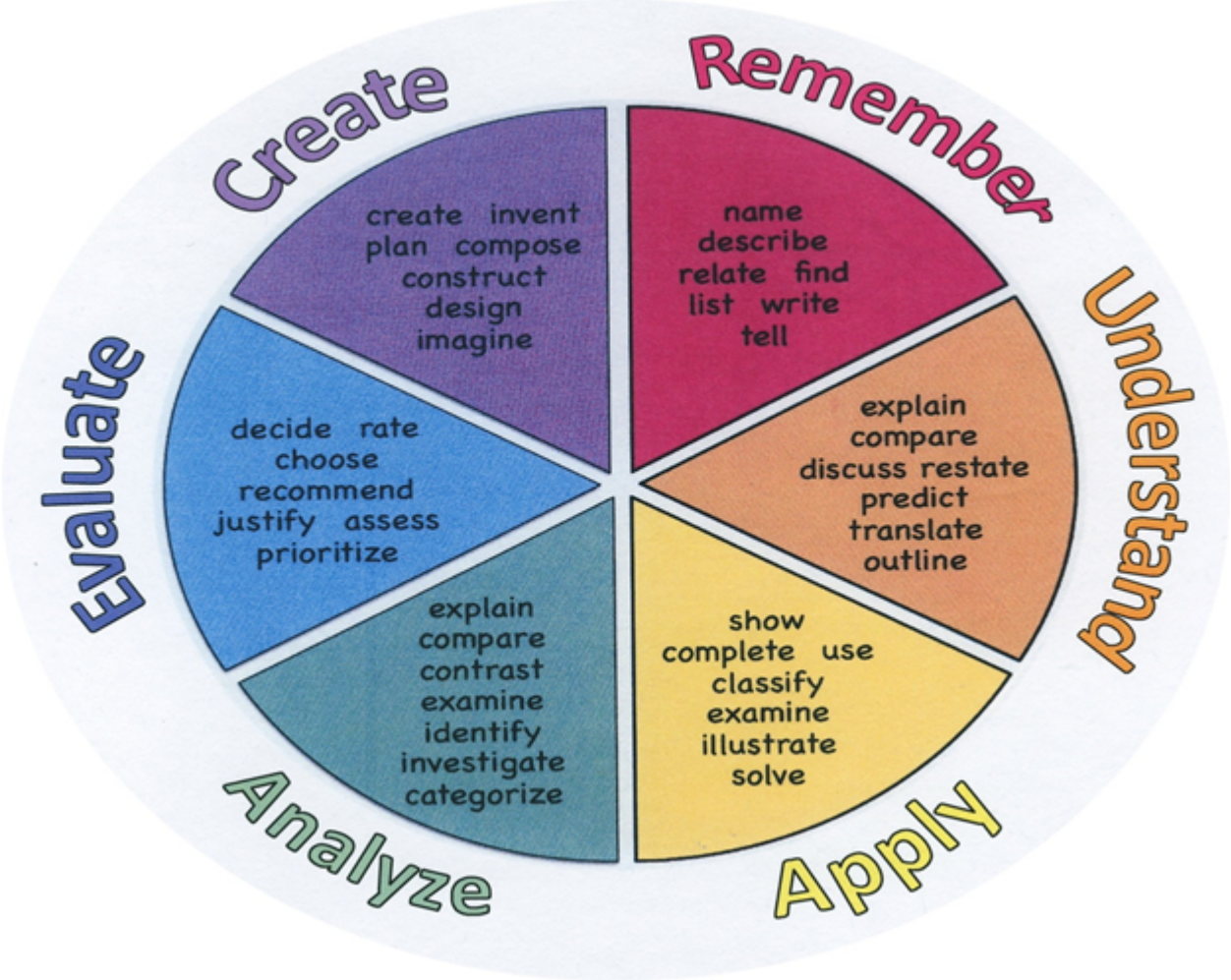
Learning Objectives

- Develop and give an oral presentation on a career within sports and entertainment marketing
- Report on trajectory required to satisfy requirements to obtain a career choice within the industries
- Compose a self-assessment (talents, abilities, values, goals, personal attributes)
- Role play entrepreneurs, producing an innovative product/service
- Design logos, brands, packaging, promotion and distribution channels related to product/service invention
- Generate a marketing and sales presentation via slides to simulate selling idea to a panel of potential "investors"

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite

	Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Graph Interpolate Manipulate Modify Operate Subtract			Transform



Suggested Activities & Best Practices

- Utilization of Google Classroom, forms and slides for the purpose of creating consumer surveys for use in markeing presentation
- Student groups for the purpose of collaboration on marketing projects, including entrepreneurship (product inventions)
- Roundtable discussions for the purpose of responding to prompts/simulated scenarios related to small

businesses research
- Think/pair share for the purpose of engagement/simulation (DO NOW)
- Student presentations of prodct ieas to panel of potential investorys (student audience)
- Staff presentation of data via Google slides, YouTube, classroom for the purpose of establishing forum for communication and to address all learning styles
- Guided demonstration (model)

Assessment Evidence - Checking for Understanding (CFU)

- GOOGLE: classroom communications, quizzes, surveys, anticipatory sets, exit tickets (forms)-formative assessment
- Quarterly benchmarks
- Roundtable discussion results
- Unit tests-summative assessment
- Teacher observation
- Rubrics
- Web-based assessments-alternate assessment
- Create a Multimedia poster-benchmark assessment
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- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics

- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- Kaser, K., & Oelkers, Doty, B. (2016). *Sports and Entertainment marketing, 4e* (4th ed.). Australia: South-Western/Cengage Learning.

- NGL Sync-Cengage, https://nglsync.cengage.com/portal/Account/LogOn

Ancillary Resources

GOOGLE APPS:

- Search: for the purpose of Research and designs
- YouTube: for the purpose of research, presentations, creation of channels and playlists
- Classroom: Informational (assignments, grades) and Ongoing communication (messaging) with peers and teacher
- Forms: For the purpose of surveys, exit tickets, assignments, quizzes, tests, anticipatory sets
- Slides: For the purpose of developing presentational skills
- Sheets: For the purpose of developing analytical skills
- Docs: For the purpose of developing writing skills

CHROMEBOOKS

WALL STREET JOURNAL

FORBES MAGAZINE

Technology Infusion

GOOGLE APPS:

- Search: for the purpose of researching enreprenurship skills and small businesses in the area
- YouTube: for the purpose of research, presentations, creation of channels and playlists to be utilized in product presentations as entrepreenurs
- Classroom: Informational (assignments, grades) and Ongoing communication (messaging) with peers and teacher
- Forms: For the purpose of surveys, exit tickets, assignments, quizzes, tests, anticipatory sets
- Slides: For the purpose of developing presentational skills and materials to be utilized in marketing plans
- Sheets: For the purpose of developing analytical skills
- Docs: For the purpose of developing writing skills

CHROMEBOOKS/SMART TV



Alignment to 21st Century Skills & Technology

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
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.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS4	Process data and report results.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.

21st Century Skills/Interdisciplinary Themes

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Life and Career Skills
- Media Literacy
- Communication and Collaboration

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Financial, Economic, business and Entrepreneurial Literacy
- Marketing Literacy
- Global Awareness

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Small group instruction on entrepreneurial skills and characterisics; small business and product invention
- Small group setting
- Extra time to complete product pitch to panel of potential investors (student audience)
- Pairing oral instructions with visuals
- Study Guides
- Preview content and concepts
- Project based learning
- Leveled rubrics
- Open-ended activities
- Choice of activities
- Think Pair Share

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe

- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Provide modifications as dictated in the student's IEP/504 plan
- Additional Time allotted for design and presentation of product idea to be pitched to potential investors

(student audience)
- Alternative assessment strategies (ex. Verbal as opposed to google assessment)
- Modified assesments related to small business research
- Preferential seating
- Peer mentoring

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Translation of content/activities related to entrepreneurship
- Assignments submitted in native language (Port of Entry students)

- Modifying assignments related to presentation of product ideas to potential investors, along with related marketing strategies
- Review assignment/project directions (model)
- Open book/notes options

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Peer tutoring on elements of product idea presentation
- Correction and resubmission of work on entrepreneurship and small business assignments
- Model concepts related to pitching an idea to investors
- Evaluating correct work; collaborating with student on incorrect work

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Complete activities above grade level, incorporating extensive consumer research to be include in sales pitch
- Advanced problem-solving concepts to be utilized in brainstorming ideas
- Teacher-selected instructional strategies (simulations) focused to provide challenge, engagement, and growth opportunities
- Simulated project modules utilizing technology at higher level through incorporation of social media platforms for product ideas
- Higher order, critical and creative thinking skills, and discovery

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: