

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*Moorestown High School
Arts & Technology: Business*

*Sports and Entertainment Marketing
Grades 9 - 12*

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Course Description and Fundamental Concepts

B15-28 SPORTS & ENTERTAINMENT MARKETING

Level: 3 **Grades:** 10-12 **2.5 Crs/Semester**

Students will learn the basic functions of marketing and how those functions are applied to sports and entertainment. Marketing information management, financing, pricing, promotion, product/service management, distribution, and selling – the foundations of marketing are comprehensively covered in this course. Legal and ethical issues will also be addressed. Students will learn through case studies, field trips, use of the Internet, guest speakers, video programs, and an interactive textbook. This course provides critical information for those interested in the sports, entertainment, and marketing fields, as well as for any business major. **Prerequisite:** None

- I. What is sports and entertainment marketing?
 - A. Marketing Basics
 1. Definition of marketing
 2. Seven key marketing functions
 - B. Sports Marketing
 1. Why are sports important to so many people?
 2. Target markets
 - C. Entertainment Marketing
 1. Defining entertainment
 2. Television's influence
 - D. Recreation Marketing
 1. Recreation definition
 2. Travel and tourism

- II. College and Amateur Sports
 - A. Marketing college athletics
 1. Rankings and bowl games
 2. Five elements of market segmentation
 - B. Economic impact of college athletics
 1. Rise of athletic empires (Inquirer series)
 - a. 60 Minutes video
 - b. ESPN video
 2. Coaches in the big time
 - a. college corruption Internet activity
 3. On campus facilities and stadiums
 - a. sponsorships and licensing
 4. Athletic programs depend on taxpayer dollars
 5. Women's college sports
 - a. economically viable
 - b. Title IX
 - C. Amateur Sports
 1. Amateurs or not?
 - a. Who are amateur athletes?
 - b. promotion of amateur sports
 2. The Olympics
 - a. student research on upcoming Olympics/economics

III. Professional Sports

- A. Big league sports
 - 1. financial planning for a team
 - 2. sociological ties to community
 - 3. Dallas Cowboys case study
 - a. luxury boxes
 - b. TV revenues
- B. Attracting a professional team
 - 1. distribution of the product
 - 2. Colorado Rockies case study
 - a. stadium deals
 - b. tax concessions
- C. Civic merits of building a stadium
 - 1. Phillies and Eagles
 - 2. opportunity costs
- D. Agents, managers and ethics
 - 1. ESPN Manny Ramirez video
 - 2. Jerry Maguire clips
 - 3. ethical character and dollars

IV. Marketing Products and Services through Sports

- A. Using sponsors to promote sports
 - 1. target market size
- B. Sponsorship
 - 1. defining sponsors
 - 2. niche marketing
- C. Promotion
 - 1. defining promotion
 - 2. four elements of promotional mix
- D. Endorsements
 - 1. legal restrictions
 - 2. advantages and disadvantages

V. Entertainment Industry

- A. Entertainment profits
 - 1. Godzilla article
 - 2. financing entertainment
- B. Distribution of entertainment
 - 1. cable v. satellite
 - 2. movie marketing
 - 3. POP displays
- C. Marketing music and theater
 - 1. concerts
 - 2. MP3
 - 3. discussion of Internet music downloads

VI. The Marketing Plan

- A. Promotion
 - 1. press kits

2. publicity
 3. sales promotion
 4. personal selling
- B. Marketing
1. mass market
 2. data mining
- C. Develop a marketing plan
1. mission statement
 2. components of a strategic marketing plan
- D. The bottom line
1. profit
 2. supply and demand/pricing
 3. PSL's
 4. forecasting and budgeting

[New Jersey Student Learning Standards \(NJSLS\)](#)

Career Readiness, Life Literacies & Key Skills

CONTENT:	
9.3 CAREER AND TECHNICAL EDUCATION	
MARKETING CAREER CLUSTER®	
Number	Standard Statement
<i>By the end of Grade 12, Career and Technical Education Program completers will be able to:</i>	
CAREER CLUSTER®:	MARKETING (MK)
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.3	Plan, monitor, manage and maintain the use of financial resources for marketing activities.
9.3.MK.4	Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
9.3.MK.5	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
9.3.MK.6	Select, monitor and manage sales and distribution channels.
9.3.MK.7	Determine and adjust prices to maximize return while maintaining customer perception of value.
9.3.MK.8	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
9.3.MK.9	Communicate information about products, services, images and/or ideas to achieve a desired outcome.
9.3.MK.10	Use marketing strategies and processes to determine and meet client needs and wants.
PATHWAY:	MARKETING COMMUNICATIONS (MK-COM)
9.3.MK-COM.1	Apply techniques and strategies to convey ideas and information through marketing communications.
9.3.MK-COM.2	Plan, manage and monitor day-to-day activities of marketing communications operations.
9.3.MK-COM.3	Access, evaluate and disseminate information to enhance marketing decision-making processes.

9.3.MK-COM.4	Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.
9.3.MK-COM.5	Communicate information about products, services, images and/or ideas to achieve a desired outcome.

CONTENT:	9.3 CAREER AND TECHNICAL EDUCATION
MARKETING CAREER CLUSTER®	
Number	Standard Statement
PATHWAY:	MARKETING MANAGEMENT (MK-MGT)
9.3.MK-MGT.1	Plan, organize and lead marketing staff to achieve business goals.
9.3.MK-MGT.2	Plan, manage and monitor day-to-day marketing management operations.
9.3.MK-MGT.3	Plan, manage and organize to meet the requirements of the marketing plan.
9.3.MK-MGT.4	Access, evaluate and disseminate information to aid in making marketing management decisions.
9.3.MK-MGT.5	Determine and adjust prices to maximize return and meet customers' perceptions of value.
9.3.MK-MGT.6	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
9.3.MK-MGT.7	Communicate information about products, services, images and/or ideas.
PATHWAY:	MARKETING RESEARCH (MK-RES)
9.3.MK-RES.1	Plan, organize and manage day-to-day marketing research activities.
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.
PATHWAY:	MERCHANDISING (MK-MER)
9.3.MK-MER.1	Plan, organize and lead merchandising staff to enhance selling and merchandising skills.
9.3.MK-MER.2	Plan, manage and monitor day-to-day merchandising activities.
9.3.MK-MER.3	Move, store, locate and/or transfer ownership of retail goods and services.
9.3.MK-MER.4	Access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities.
9.3.MK-MER.5	Determine and adjust prices to maximize return and meet customers' perceptions of value.

9.3.MK-MER.6	Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
9.3.MK-MER.7	Communicate information about retail products, services, images and/or ideas.
9.3.MK-MER.8	Create and manage merchandising activities that provide for client needs and wants.

CONTENT AREA:	9.3: CAREER AND TECHNICAL EDUCATION
INFORMATION TECHNOLOGY CAREER CLUSTER®	
PATHWAY:	WEB & DIGITAL COMMUNICATIONS (IT-WD)
9.3.IT-WD.1	Analyze customer requirements to design and develop a Web or digital communication product.
9.3.IT-WD.2	Apply the design and development process to produce user-focused Web and digital communications solutions.
9.3.IT-WD.3	Write product specifications that define the scope of work aligned to customer requirements.
9.3.IT-WD.4	Demonstrate the effective use of tools for digital communication production, development and project management.
9.3.IT-WD.5	Develop, administer and maintain Web applications.
9.3.IT-WD.6	Design, create and publish a digital communication product based on customer needs.
9.3.IT-WD.7	Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.
9.3.IT-WD.8	Implement quality assurance processes to deliver quality digital communication products and services.
9.3.IT-WD.9	Perform maintenance and customer support functions for digital communication products.
9.3.IT-WD.10	Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

9.1 PERSONAL FINANCIAL LITERACY	
CONTENT AREA:	21st CENTURY LIFE AND CAREERS
STRAND A:	INCOME AND CAREERS
Standard #	STANDARD STATEMENT
9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.

9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
9.1.12.A.11	Explain the relationship between government programs and services and taxation.

9.1 PERSONAL FINANCIAL LITERACY	
CONTENT AREA:	<i>21st CENTURY LIFE AND CAREERS</i>
STRAND B:	<i>MONEY MANAGEMENT</i>
NUMBER	STANDARD STATEMENT
<i>By the end of Grade 12, students will be able to:</i>	
9.1.12.B.1	Prioritize financial decisions by systematically considering alternatives and possible consequences.
9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources

9.1 PERSONAL FINANCIAL LITERACY	
CONTENT AREA:	<i>21st CENTURY LIFE AND CAREERS</i>
STRAND D:	<i>PLANNING, SAVING, AND INVESTING</i>
NUMBER	STANDARD STATEMENT
<i>By the end of Grade 12, students will be able to:</i>	
9.1.12.D.2	Assess the impact of inflation on economic decisions and lifestyles.
9.1.12.D.4	Assess factors that influence financial planning.
9.1.12.D.5	Justify the use of savings and investment options to meet targeted goals.
9.1.12.D.13	Determine the impact of various market events on stock market prices and on other savings and investments.

9.1 PERSONAL FINANCIAL LITERACY	
CONTENT AREA:	<i>21st CENTURY LIFE AND CAREERS</i>
STRAND E:	<i>BECOMING A CRITICAL CONSUMER</i>
NUMBER	STANDARD STATEMENT

<i>By the end of Grade 12, students will be able to:</i>	
9.1.12.E.1	Evaluate the appropriateness of different types of monetary transactions (e.g., electronic transfer, check, certified check, money order, gift card, barter) for various situations.
9.1.12.E.4	Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.
9.1.12.E.5	Evaluate business practices and their impact on individuals, families, and societies.
9.1.12.E.7	Apply specific consumer protection laws to the issues they address.
9.1.12.E.8	Relate consumer fraud, including online scams and theft of employee time and goods, to laws that protect consumers.

9.1 PERSONAL FINANCIAL LITERACY	
CONTENT AREA:	21st CENTURY LIFE AND CAREERS
STRAND F:	CIVIC FINANCIAL RESPONSIBILITY
NUMBER	STANDARD STATEMENT
<i>By the end of Grade 12, students will be able to:</i>	
9.1.12.F.1	Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.
9.1.12.F.2	Assess the impact of emerging global economic events on financial planning.
9.1.12.F.3	Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.
9.1.12.F.5	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

[English Companion Standards](#)

List grade-level appropriate companion standards for *History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12*. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
1, 2, 3, 4, 5, 6	NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text

1, 2,3, 4, 5, 6	NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
	NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
1, 2, 3, 4, 5, 6	NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	NJSLSA.R10	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
1, 2, 3, 4, 5, 6	NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
1, 2, 3, 4, 5, 6	NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
2, 3, 4, 5, 6	NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
	NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

	NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
1,2,3,4,5,6	There are strategies to improve one's professional value and marketability.	<p>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.</p> <p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p>
1,2,3,4,5,6	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<p>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p>

		<p>9.2.12.CAP.9: <i>Locate information on working papers, what is required to obtain them, and who must sign them.</i></p> <p>9.2.12.CAP.10: <i>Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</i></p> <p>9.2.12.CAP.11: <i>Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</i></p>
	An individual's income and benefit needs and financial plan can change over time.	<p>9.2.12.CAP.12: <i>Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</i></p> <p>9.2.12.CAP.13: <i>Analyze how the economic, social, and political conditions of a time period can affect the labor market.</i></p>
	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.	<p>9.2.12.CAP.14: <i>Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</i></p>
	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.	<p>9.2.12.CAP.15: <i>Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.</i></p> <p>9.2.12.CAP.16: <i>Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.</i></p> <p>9.2.12.CAP.17: <i>Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</i></p> <p>9.2.12.CAP.18: <i>Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).</i></p> <p>9.2.12.CAP.19: <i>Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.</i></p>

		9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.
1,2,3,4,5,6	There are ways to assess a business’s feasibility and risk and to align it with an individual’s financial goals.	9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business. 9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible. 9.2.12.CAP.23: Identify different ways to obtain capital for starting a business

Life Literacies and Key Skills ([Standard 9.4](#))
List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
1,2,3,4,5,6	Creativity and Innovation: With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
1,2,3,4,5,6	Creativity and Innovation: Innovative ideas or innovation can lead to career opportunities.	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). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
1,2,3,4,5,6	Critical Thinking and Problem-solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 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). 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

2,3,4,5,6	Digital Citizenship: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit.	<i>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</i> <i>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics</i>
1,2,3,4,5,6	Digital Citizenship: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights.	<i>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</i> <i>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).</i> <i>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</i>
1,2,3,4,5,6	Digital Citizenship: Cultivating online reputations for employers and academia requires separating private and professional digital identities.	<i>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</i>
2,3,4,5,6	Digital Citizenship: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.	<i>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</i>
1,2,3,4,5,6	Digital Citizenship: Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.	<i>9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.</i>

1,3,4,5,6	<p>Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>	<p>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p>
1,2,3,4,5,6	<p>Information and Media Literacy: 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.</p>	<p>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</p> <p>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).</p>
2,3,4,5,6	<p>Information and Media Literacy: Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully</p>	<p>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</p> <p>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</p>
	<p>Information and Media Literacy: In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p>	<p>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</p> <p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).</p>
1,2,3,4,5	<p>Information and Media Literacy: Accurate information may help in making valuable and ethical choices.</p>	<p>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLA.W1, 7.1.AL.PRSNT.4).</p>

1,2,3,4,5,6	Information and Media Literacy: Media have embedded values and points of view.	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
1,2,3,4,5,6	Technology Literacy: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.). 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
3,4,5,6	Technology Literacy: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Interdisciplinary Connections

List any other content standards addressed as well as appropriate units

Other Interdisciplinary Content Standards

List appropriate units below for any other content/standards that may be addressed

Unit Addressed	Content / Standard #	Standard Description
1, 2, 3, 4, 5, 6	Mathematics Standard 4	<i>They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions.</i>
1, 2, 3, 4, 5, 6	English Standard 6	<i>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</i>

Standard 8.2 (K-12)		Design Thinking: <i>The study of this discipline focuses on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.</i>
Unit Addressed		Standard Description
1,2,3,4,5,6	Interaction of Technology and Humans	<p>8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.</p> <p>8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.</p> <p>8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.</p>
1,2,3,4,5,6	Nature of Technology	<p>8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p> <p>8.2.12.NT.2: Redesign an existing product to improve form or function.</p>
1,2,3,4,5,6	Effects of Technology on the Natural World	<p>8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.</p> <p>8.2.12.ETW.2: Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.</p> <p>8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.</p>

1,2,3,4,5,6	Ethics & Culture	<p>8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.</p> <p>8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.</p> <p>8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</p> <p>8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.</p>
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Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
What is Sports and Entertainment Marketing?/ Marketing Basics	September / February (~19 days)
College and Amateur Sports Marketing/ Professional Sports Marketing	October / March (~19 days)
Marketing Product and Services Through Sports	November / April (~16 days)
Entertainment Marketing	December / May (~15 days)
The Marketing Plan	January / June (~18 days)

Units Scope and Sequence

1 Unit Name: What is Sports and Entertainment Marketing?

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 8.2.12.ITH.1; 8.2.12.ITH.2; 8.2.12.ITH.3; 8.2.12.NT.1; 8.2.12.NT.2; 8.2.12.ETW.1; 8.2.12.ETW.2; 8.2.12.ETW.3; 8.2.12.EC.1; 8.2.12.EC.2; 8.2.12.EC.3; 8.2.12.ETW.4; 9.3.MK.2, 9.3.MK.3, 9.3.MK.4, 9.3.MK.6, 9.3.MK.7, 9.3.MK.8, 9.3.MK.9, 9.3.MK.10; 9.3.MK-COM.1, 9.3.MK-COM.2, 9.3.MK-COM.4, 9.3.MK-COM.5, 9.3.MK-MER.5, 9.3.MK-MER.6, 9.1.12.A.9, 9.1.12.B.4, 9.1.12.E.4

[English Companion Standards](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Marketing includes planning and execution of a concept, pricing, promotion and distribution of goods and services.
- Sports and entertainment play an important role in marketing.

Objectives

Students will be able to...

- Describe the basic concepts of marketing.
- Define the seven key marketing functions.
- Define sports marketing, and understand the importance of target markets.
- Identify sports marketing strategies
- Understand why marketing must relate to the specific audience.
- Relate advances in entertainment technology to changes in distribution.
- Recognize the power of television and the internet as marketing tools.
- Apply the marketing mix to recreation marketing.
- Describe marketing for the travel and tourism consumer.

2 Unit Name: College and Amateur Sports Marketing

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 8.2.12.ITH.1; 8.2.12.ITH.2; 8.2.12.ITH.3; 8.2.12.NT.1; 8.2.12.NT.2; 8.2.12.ETW.1; 8.2.12.ETW.2; 8.2.12.ETW.3; 8.2.12.EC.1; 8.2.12.EC.2; 8.2.12.EC.3; 8.2.12.ETW.4.9.3.MK.2, 9.3.MK.3, 9.3.MK.4, 9.3.MK.6, 9.3.MK.7, 9.3.MK.8, 9.3.MK.9, 9.3.MK.10
9.3.MK-COM.1, 9.3.MK-COM.2, 9.3.MK-COM.4, 9.3.MK-COM.5, 9.3.MK-MER.5, 9.3.MK-MER.6, 9.1.12.A.9, 9.1.12.B.4, 9.1.12.E.4

[English Companion Standards](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Winning college athletic teams have economic implications not only for their schools, but also for their community, region and state.
- The growth of college women's athletics has been critical to the growth of marketing opportunities to female sports fans.

Objectives

Students will be able to...

- Explain the importance of the NCAA and team rankings to college sports
- Define market segmentation
- Discuss the growing market surrounding women's college athletics
- Understand the benefits of college sports to the home community.
- Identify benefits of sponsorship and licensing to a team.
- Explain the reasons for realignment of college conferences.
- Discuss marketing and sponsoring of amateur sports.
- Understand the economic benefits of amateur sports.
- Define and explain the term meaning of "athletic empires"
- Understand the impact of stadium deals on college athletics.
- List the major revenue sources for college athletics
- Define the relationship between sponsorship and tax laws
- Explain the conflict between corporate cash and control of college athletics.

3 Unit Name: Professional Sports Marketing

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS](#) - 8.2.12.ITH.1; 8.2.12.ITH.2; 8.2.12.ITH.3; 8.2.12.NT.1; 8.2.12.NT.2; 8.2.12.ETW.1; 8.2.12.ETW.2; 8.2.12.ETW.3; 8.2.12.EC.1; 8.2.12.EC.2; 8.2.12.EC.3; 8.2.12.ETW.4 9.3.MK.2, 9.3.MK.3, 9.3.MK.4, 9.3.MK.6, 9.3.MK.7, 9.3.MK.8, 9.3.MK.9, 9.3.MK.10
9.3.MK-COM.1, 9.3.MK-COM.2, 9.3.MK-COM.4, 9.3.MK-COM.5, 9.3.MK-MER.5, 9.3.MK-MER.6, 9.1.12.A.9, 9.1.12.B.4, 9.1.12.E.4

[English Companion Standards](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- The values of a culture are reflected in the products or services people demand and the amounts they are willing to spend to fulfill those demands.
- For a professional sports team to be economically viable, it must be an economic asset to their league, to related businesses and to their host city.
- Professional sports provide a unique marketing vehicle to meet the challenges in today's marketing atmosphere.

Objectives

Students will be able to...

- Discuss the financial impact of professional sports.
- Identify the perks associated with big league sports.
- Describe the distribution process for a professional sports team
- Explain the process for financing a professional team.
- Understand the role of sports agents.
- Explain ways professional sports organizations and their sponsors develop an athlete's character.
- Assess the importance of ethical behavior on an athlete's promotional value.
- Explain the economics of luxury boxes
- Describe the importance of television revenues to the pro sports business model
- Understand how cities attract major league franchises.
- Describe the role of taxpayer concessions in sports economics
- List the civic merits of building a stadium.
- Explain why open markets create leverage for sports team owners.

4 Unit Name: Marketing of Products and Services Through Sports

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSL](#) - 8.2.12.ITH.1; 8.2.12.ITH.2; 8.2.12.ITH.3; 8.2.12.NT.1; 8.2.12.NT.2; 8.2.12.ETW.1; 8.2.12.ETW.2; 8.2.12.ETW.3; 8.2.12.EC.1; 8.2.12.EC.2; 8.2.12.EC.3; 8.2.12.ETW.4 9.3.MK.2, 9.3.MK.3, 9.3.MK.4, 9.3.MK.6, 9.3.MK.7, 9.3.MK.8, 9.3.MK.9, 9.3.MK.10
9.3.MK-COM.1, 9.3.MK-COM.2, 9.3.MK-COM.4, 9.3.MK-COM.5, 9.3.MK-MER.5, 9.3.MK-MER.6, 9.1.12.A.9, 9.1.12.B.4, 9.1.12.E.4

[English Companion Standards](#)

[NJSL - Life Literacies and Key Skills](#)

[NJSL - Career Awareness, Exploration, Preparation, and Training](#)

[NJSL - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Today's multimedia tools, combined with sports fans' seemingly limitless desire to watch and participate, make an ideal world for the professional marketer.
- The ultimate purpose of promotion is to inform or remind people about the products or services of a business or event.

Objectives

Students will be able to...

- Understand the enormous market for sports.
- Explain emotional ties to sports and earning power of women in sports
- Discuss the marketing cycle
- Understand sponsors and their investments.
- Discuss prohibited sponsorship.
- Discuss promotion and its objectives.
- Understand the tools used in promotion
- Define endorsements and their restrictions.
- Describe qualifications for endorsers.
- Describe advantages and disadvantages of having endorsers.
- List and explain ethical decision-making checklist
- List FTC restrictions on endorsements.
- Discuss what questions rights-holders ask when selling sports property broadcast rights.
- Discuss what questions sports broadcaster ask before buying a sports property.

5 Unit Name: Entertainment Marketing

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 8.2.12.ITH.1; 8.2.12.ITH.2; 8.2.12.ITH.3; 8.2.12.NT.1; 8.2.12.NT.2; 8.2.12.ETW.1; 8.2.12.ETW.2; 8.2.12.ETW.3; 8.2.12.EC.1; 8.2.12.EC.2; 8.2.12.EC.3; 8.2.12.ETW.4 9.3.MK.2, 9.3.MK.3, 9.3.MK.4, 9.3.MK.6, 9.3.MK.7, 9.3.MK.8, 9.3.MK.9, 9.3.MK.10

9.3.MK-COM.1, 9.3.MK-COM.2, 9.3.MK-COM.4, 9.3.MK-COM.5, 9.3.MK-MER.5, 9.3.MK-MER.6, 9.1.12.A.9, 9.1.12.B.4, 9.1.12.E.4

[English Companion Standards](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- The movie industry is rapidly evolving. Movie studios must avail themselves of new distribution channels and revenue streams to continue to keep their business model a profitable one.
- Music marketing has adapted quickly to create internet revenue streams under the pressure applied by copyright “pirating”.

Objectives

Students will be able to...

- Explain profit and cost-cutting strategies in the motion-picture industry.
- Calculate film revenue, and discuss the importance of foreign markets for movies.
- Describe financing in auto racing
- Understand the different kinds of entertainment distribution.
- Discuss promotional strategies for motion pictures.
- Understand the promotion of rap music.
- Explain two kinds of theater promotion
- Discuss the legalities of music distribution
- Explain the promotional value of entertainment awards
- Discuss ways in which entertainment is distributed.
- Discuss the preparation needed for a career in the entertainment field.
- Comprehend the skills needed for specific jobs in entertainment marketing.

6 Unit Name: The Marketing Plan

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 8.2.12.ITH.1; 8.2.12.ITH.2; 8.2.12.ITH.3; 8.2.12.NT.1; 8.2.12.NT.2; 8.2.12.ETW.1; 8.2.12.ETW.2; 8.2.12.ETW.3; 8.2.12.EC.1; 8.2.12.EC.2; 8.2.12.EC.3; 8.2.12.ETW.4; 9.3.MK.2, 9.3.MK.3, 9.3.MK.4, 9.3.MK.6, 9.3.MK.7, 9.3.MK.8, 9.3.MK.9, 9.3.MK.10
9.3.MK-COM.1, 9.3.MK-COM.2, 9.3.MK-COM.4, 9.3.MK-COM.5, 9.3.MK-MER.5, 9.3.MK-MER.6, 9.1.12.A.9, 9.1.12.B.4, 9.1.12.E.4

[English Companion Standards](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Sports leagues, entertainment giants, concert promoters, the media, sponsors, and advertisers all are dependent on the goodwill of their fans.
- A marketing plan is used to fulfill each of the key marketing functions.

Objectives

Students will be able to...

- Explain the purpose of advertising
- Understand the elements of promotion
- Define the purposes of marketing research
- Understand the human element in marketing research
- Comprehend the purpose of a marketing plan
- Understand the components of a strategic marketing plan
- Comprehend the profit motive behind sports and entertainment marketing
- Understand types of financing related to sports and entertainment marketing.

Please contact the content supervisor for any questions.