

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
CONTENT: CAREER AND TECHNOLOGY EDUCATION DEPARTMENT
SPORTS, ENTERTAINMENT, AND FASHION MARKETING

Sports, Entertainment, and Fashion Marketing

<p>Pacing Guide: Sports, Entertainment, and Fashion Marketing is a half-year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.</p>	<p>The Sports Market (1.5 weeks-assessment) Sports Products (1.5 weeks-assessment) Branding and Licensing (1 week-assessment) Sponsorships (2 weeks-assessment) Endorsements (2 weeks-assessment) The Entertainment Market (3 weeks-assessment) Entertainment Products and Marketing (3 weeks-assessment) The Fashion Business (1 week-assessment) Fashion Products (1 week-assessment) Fashion Distribution (2 weeks-assessment) Fashion Pricing (1 week-assessment) Promoting Fashion (1 week-assessment)</p>
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<p>21st Century Skills Standards: Career Ready Practices</p>	<p>CRP1-Act as a responsible contributing citizen and employee CRP2-Apply appropriate academic and technical skills CRP3-Attend to personal health and financial well being CRP4-Community clearly and effectively and with reason CPR5-Consider the environment, social and economic impacts of decisions CPR6-Demonstrate creativity and innovation CRP7-Employ valid and reliable research strategies CRP8-Utilize critical thinking to make sense of problems and persevere in solving them CRP9-Model integrity, ethical leadership and effective management CRP10-Plan education and career paths aligned to personal goals CRP11-Use technology to advance productivity CRP12-Work productivity in teams while using cultural global competence</p>
<p>Technology Standards: 8.1 Educational Technology</p>	<p>Use technology when researching for and completing projects and activities. 8.1.12.A.1 –Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2 -Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. 8.1.12.A.3-Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue 8.1.12.A.4-Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p>

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Differentiation/Accommodations/Modifications

Note: Each district should review the various strategies noted below and determine which are applicable for their population within varied grade levels and languages and make edits where needed.

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i> Extension Activities</p> <ul style="list-style-type: none"> ● Open forums and debates in the classroom regarding controversial issues ● Competitive and collaborative projects ● Independent Projects requiring research skills for assessing information 	<p>Modifications for Classroom</p> <ul style="list-style-type: none"> ● In-Class-Support ● Graphic Organizers ● Note-taking guides ● Clarify assignments, directions and instructions ● Highlight key vocabulary <p>Modifications for Assignments</p> <ul style="list-style-type: none"> ● Internet bilingual dictionaries during class and during assignments ● Extended time for all assessments ● Use of graphic organizer ● Simplification of requirements ● Access to teacher power points and notes ● Collaboration between ESL and mainstream classroom teachers 	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom</p> <ul style="list-style-type: none"> ● In-Class-Support ● Graphic Organizers ● Provide Study Guides ● Extended time on assessments ● Analogies ● Note-taking guides ● Establish Timelines ● Clarify Assignments, directions and instructions ● Chapter/lecture notes ● Parent/teacher communication ● Assistive technology ● Check students independent work ● Assist students with steps to complete assignments 	<p>Modifications for Classroom Pair visual prompts with verbal presentations</p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Intervention and Referral Team (I&RS) in-house strategies ● Extra textbooks at home ● Extended time for assignments ● Modify assignments ● Assign peer helper in class ● Parent/Teacher communication ● Provide a copy of class notes ● Verbal reminders ● Check student independent work ● Assist student with planning of assignments <p>Modifications for Assignments/Homework</p> <ul style="list-style-type: none"> ● Extended time for assignments ● Simplify assignments into smaller units or phases ● Provide student with clear expectations and grading criteria <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> ● Extended time for tests and quizzes

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	<p>Modifications for Homework</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Modified homework assignments ● Provide students with clear expectations <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> ● Extended time for tests and quizzes ● Restate and clarify directions and questions ● Provide study guides <p>Resources WIDA Standards</p> <ul style="list-style-type: none"> ● Standard 1: Social and Instructional Language ● Standard 2: The language of Language Arts ● Standard 3: The language of Mathematics ● Standard 4: The language of Science ● Standard 5: The language of Social Studies 	<p>Modifications for Assignments/Homework</p> <ul style="list-style-type: none"> ● Extended time for assignments ● Simplify assignments into smaller units or phases ● Provide student with clear expectations and grading criteria <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> ● Extended time for tests and quizzes ● Restate and clarify directions and questions ● Provide study guides ● Establish procedures for accommodations/modifications for assessments 	<ul style="list-style-type: none"> ● Restate and clarify directions and questions ● Provide study guides
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CONTENT: Unit 1				
Theme: Sports Marketing Intro				
Essential Questions: What are the components of sports marketing? How is the marketing concept applied to sports marketing? How are sports used to market products?				
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Sports consumers and sports products • Different categories of sports • The purpose of the NCAA 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Describe the sports consumer • Identify types of sports products • Distinguish between amateur, high school, college and professional sports including athlete requirements, sports products, and economic impact on community • Understand the importance of the NCAA, conferences and rankings • Explain the “winning cycle” of sports • Recognize the wider world of sports including Olympics and extreme sports 	<p>Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Classroom Assignments and Activities • Independent Practice • Quizzes/Tests • Projects • Benchmark Assessments • Midterm/Final Exam 	<p>Standards (NJSL): 8.1.12.A.1-4</p> <p>Math NJSL.Math.HSA.CED.A.1-4</p> <p>Writing NJSL.ELA-LITERACY.W.11-12.2</p> <p>Career Ready Practices CRP 1,2,3,4,5,6,7,8,9,10,11,12</p>	
			<p>Pacing Chart/Time Frame: 3 weeks-assessment</p>	
			<p>Materials: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities</p>	

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CONTENT: Unit 2					
Theme: Sports Licensing					
Essential Questions: What role does licensing play in sports marketing? How do sponsorships and endorsements impact sports consumers?					
Content: <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> • The forms of licensing including sponsorships and endorsements • The benefits of licensing • The purpose of sponsorships and endorsements 	Skills: <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> • Understand licensing and the difference between a licensor and licensee • Describe the different types of sponsorships • Identify advantages and disadvantages of endorsements • Describe athlete endorsers • Understand the rules of endorsement contracts • Relate marketing concepts to current sports news and events 	Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> • Classroom Assignments and Activities • Independent Practice • Quizzes/Tests • Projects • Benchmark Assessments • Final Exam 	Standards (NJSLs): 8.1.12.A.1-4 Math NJSLs.Math.HSA.CED.A.1-4 Writing NJSLs.ELA-LITERACY.W.11-12.2 Career Ready Practices CRP 1,2,3,4,5,6,7,8,9,10,11,12		
			Pacing Chart/Time Frame: 5 weeks-assessment		
			Materials: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities		

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CONTENT: Unit 3			
Theme: Entertainment Marketing			
Essential Questions: What are the components of entertainment marketing? How is the marketing concept applied to entertainment marketing? How does entertainment influence other industries?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Types of entertainment media and how each type functions • Businesses in the entertainment industry • Entertainment marketing concepts 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Distinguish between TV, radio, music, movies, and theme parks • Understand entertainment companies' holdings and organization • Understand how each type of media generates revenue • Understand the importance of ratings • Explain how syndication, residuals, and royalties work • Distinguish between the primary and secondary market in the movie industry 	<p>Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Classroom Assignments and Activities • Independent Practice • Quizzes/Tests • Projects • Benchmark Assessments • Final Exam 	<p>Standards (NJSL): 8.1.12.A.1-4</p>
			<p>Math NJSL.Math. HSA.CED.A.1-4</p> <p>Writing NJSL.ELA-LITERACY.W.11-12.2</p> <p>Career Ready Practices CRP 1,2,3,4,5,6,7,8,9,10,11,12</p>
			<p>Pacing Chart/Time Frame: 6 weeks-assessment</p>
<p>Materials: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities</p>			

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CONTENT: Unit 4			
Theme: The World of Fashion			
Essential Questions: What role does marketing play in the fashion business? How do fashion businesses impact the domestic and global economy? What are the components of fashion?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • The merchandise categories of fashion • The three market segments of the fashion industry • The key risks faced by fashion businesses 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Understand basic fashion terms • Explain fashion merchandising • Describe the components of the marketing mix as it relates to fashion • Distinguish between primary, secondary, and tertiary markets • Explain the relationship between supply and demand 	<p>Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Classroom Assignments and Activities • Independent Practice • Quizzes/Tests • Projects • Benchmark Assessments • Final Exam 	<p>Standards (NJSL): 8.1.12.A.1-4</p> <p>Math NJSL.Math.HSA.CED.A.1-4</p> <p>Writing NJSL.ELA-LITERACY.W.11-12.2</p> <p>Career Ready Practices CRP 1,2,3,4,5,6,7,8,9,10,11,12</p>
			<p>Pacing Chart/Time Frame: 1 week-assessment</p>
			<p>Materials: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities</p>

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CONTENT: Unit 5				
Theme: Fashion Products				
Essential Questions: How are fashion products selected? How is research used to determine the best product mix?				
Content: <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> • Fashion products • Trade associations • Trade publications • Fashion magazines • Fashion product planning 	Skills: <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> • Name fashion products • Describe services provided by trade associations • Identify the difference between trade and fashion publications • Explain tasks involved in fashion product planning 	Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> • Classroom Assignments and Activities • Independent Practice • Quizzes/Tests • Projects • Benchmark Assessments • Final Exam 	Standards (NJSLs): 8.1.12.A.1-4 Math NJSLs.Math.HSA.CED.A.1-4 Writing NJSLs.ELA-LITERACY.W.11-12.2 Career Ready Practices CRP 1,2,3,4,5,6,7,8,9,10,11,12	
			Pacing Chart/Time Frame: 1 week-assessment	
			Materials: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities	

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CONTENT: Unit 6					
Theme: Fashion Distribution					
Essential Questions: What activities does fashion distribution include? Why is the buying process important? How does the fashion industry rely on personal selling to sell products?					
Content: <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> • The role of the fashion buyer • The steps to the buying process or merchandise cycle • Types of fashion retailers • Buying motives • The steps in the personal-selling process 	Skills: <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> • Identify tasks performed by fashion buyers • Describe the three steps of the buying process • Identify types of retailers that distribute fashion merchandise • Identify types of consumer buying behavior • Describe the seven steps of the personal-selling process 	Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> • Classroom Assignments and Activities • Independent Practice • Quizzes/Tests • Projects • Benchmark Assessments • Final Exam 	Standards (NJSLs): 8.1.12.A.1-4 Math NJSLs.Math.HSA.CED.A.1-4 Writing NJSLs.ELA-LITERACY.W.11-12.2 Career Ready Practices CRP 1,2,3,4,5,6,7,8,9,10,11,12		
			Pacing Chart/Time Frame: 2 weeks-assessment		
			Materials: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities		

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CONTENT: Unit 7			
Theme: Fashion Pricing			
Essential Questions: Why must fashion marketers be familiar with factors that determine the price of fashion products?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • The price levels of fashion apparel • The considerations used by fashion makers to determine prices 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • List the five price levels of fashion apparel • Identify pricing factors 	<p>Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Classroom Assignments and Activities • Independent Practice • Quizzes/Tests • Projects • Benchmark Assessments • Final Exam 	<p>Standards (NJSLs): 8.1.12.A.1-4</p> <p>Math NJSLs.Math.HSA.CED.A.1-4</p> <p>Writing NJSLs.ELA-LITERACY.W.11-12.2</p> <p>Career Ready Practices CRP 1,2,3,4,5,6,7,8,9,10,11,12</p>
			<p>Pacing Chart/Time Frame: 1 week-assessment</p>
			<p>Materials: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities</p>

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CONTENT: Unit 8				
Theme: Promoting Fashion				
Essential Questions: How is visual merchandising used to promote fashion? How is promotion used in the fashion industry to inform, persuade, and increase sales?				
Content: <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> • The purpose and goal of visual merchandising • The four display areas in a store • The purpose of branding and licensing in fashion 	Skills: <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> • Identify reasons why stores use visual merchandising • Describe types of store layouts • List they key design elements of displays • Identify the four components of the fashion promotional mix • Define a fashion promotion plan 	Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> • Classroom Assignments and Activities • Independent Practice • Quizzes/Tests • Projects • Benchmark Assessments • Final Exam 	Standards (NJSLs): 8.1.12.A.1-4 Math NJSLs.Math.HSA.CED.A.1-4 Writing NJSLs.ELA-LITERACY.W.11-12.2 Career Ready Practices CRP 1,2,3,4,5,6,7,8,9,10,11,12	
			Pacing Chart/Time Frame: 1 week-assessment	
			Materials: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities	